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ABSTRACT

This document provides resources and tools for program developers who are designing orientations to meet the specific needs of their novice teachers. Section one looks at key questions for program developers to consider when designing an orientation (what they want beginning teachers to know about the community, district, school, and job). Section two presents an orientation framework for the school year under the headings: topics, time frame, method, and rationale. Section three offers tips for effective program evaluation, focusing on getting started, using measurement tools, analyzing the results, and making an action plan. Five appendixes, which comprise the bulk of the document, present: (1) sample orientation agendas from several North Carolina school systems; (2) tools for novice teachers; (3) tools for mentor teachers; (4) sample evaluation instruments; and (5) a list of resources. (SM)

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ED 412 210

ORIENTATION:
Effective Beginnings for Novice Teachers

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SP037592

Public Schools of North Carolina
State Board of Education • Jay Robinson, Chairman
Department of Public Instruction • Michael E. Ward, State Superintendent

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Foreword

If North Carolina is going to retain the caliber of teachers necessary to insure student success, quality induction programs must be in place to support the novice teacher. Research indicates that teacher effectiveness is directly linked to quality induction programs which include orientation and mentoring. To this end, the North Carolina General Assembly has provided support and focus for these measures through passage of the Excellent Schools Act. In the coming months the State Board of Education and the Department of Public Instruction will be providing support, guidance and assistance to local systems in the developing and strengthening the induction, orientation, and mentoring of programs for the Initially Licensed Teacher. This package of information and tools is offered for consideration. Local systems are encouraged to build upon these tools as system-specific needs of teachers are addressed. Through our combined efforts at every level, it is our hope that novice teachers in North Carolina will have a more successful induction into the teaching profession.

Jay Robinson, Chairman
State Board of Education

Michael E. Ward, State Superintendent
Department of Public Instruction

Purpose

Orientations provide new employees the necessary knowledge and skill to be successful in their role. These skills include those specific on-the job behaviors that lead to effective performance. That knowledge includes a range of information about the community, the district, the school, and the job. Effective orientations are linked to improved retention, higher performance, and greater job satisfaction. Private sector organizations invest a great deal of time and energy into their pre-work and on-going orientation activities.

Orientation of novice teachers has heretofore been random and unevenly implemented in the public schools of North Carolina. One reason for a lack of comprehensive orientations has been limited resources. During the 1997 legislative session *The Excellent Schools Act* and both the proposed House and Senate budget bills mandate that school systems develop and deliver a three day orientation for new teachers. The language of the proposed legislation is:

> *"Extra Pay for New Teacher Development"*
> *Of the funds appropriated to State Aid to Local School Administrative Units, the sum of eight hundred thousand dollars [$800,000] for the 1997-98 fiscal year shall be used to provide every newly certified teacher with extra days of employment for orientation and classroom preparation. These funds shall be used to compensate each newly certified teacher at the daily pay rate of an entry level teacher [proposed Senate Budget Bill].*

About the mentors' role in orientation, the proposed Senate Budget Bill states:

> *"Extra Pay for Mentor Teachers"*
> *Of the funds appropriated to State Aid to Local School Administrative units, the sum of three million five hundred thousand dollars [$3,500,000] for the 1997-98 fiscal year shall be used to provide every newly certified teacher with a qualified and well-trained mentor. These funds shall be used to compensate each mentor at the rate of [I] one hundred dollars [$100.00] per month for a maximum of 10 months for serving as a mentor during the school year, and [ii] one hundred dollars [$100.00] for serving as a mentor for one day prior to the beginning of the school year [proposed Senate Budget Bill].*

While the budget bill has not passed at this writing [7/21/97], school districts need to be prepared for both the orientation and mentor involvement. The legislation requires that districts conduct a three day orientation for newly certified teachers. Salary funding for these days will be available for first year, newly certified teachers. Mentors of first year, newly certified teachers will be paid a $100 stipend for one day of participation in the orientation prior to the beginning of the school year and $100 per month for a maximum of 10 months for serving as a mentor. Additional orientation costs [supplies, materials, printing, etc.] are not covered by this legislation and will be the responsibility of the school district.

The remainder of this document provides resources and tools for program developers to use in designing an orientation to meet the needs of their novice teachers.

Key Questions for Program Developers

What do you want beginning teachers to know about the community, the district, the school, and the job? What should they be able to do to be successful on day one? What is essential for them to know as they begin their school year, and what is more appropriate at specific points throughout the year?

Program developers must consider the specific information that is essential [what] and the processes for communicating that information [how]. For example, for sharing district policies, procedures, and key resource people, a "new employee notebook" can provide much information and be accessible and useful long after orientations have been conducted. A video can provide much introductory information about the community and the district. It can be mailed to the novice in advance and used for those new hires that arrive after August. The video can also be a marketing and recruiting tool for school systems. Other types of technology can support orientation, including an internet home page with accompanying community, district, and school information. Over time, this technology becomes both a more powerful and a more economical marketing and orientation tool.

What are some of the "essential elements" about the community, the district, the school, and the job that the novice teacher needs to know?

	Essential information- What	Method[s] of communication- How
Community	History, important sites, community "uniquenesses"	Chamber of Commerce material or other print material, perhaps a video or information on a web-site
	Resources [banking, housing, child care, etc.]	Brochures or key resource people in the community included in the orientation
District	LEA organization, culture, mission, goals, and objectives	Print material; key speakers such as the superintendent, principals, school board members; video; information on a website
	Benefits, policies and procedures	Print material like a "Fast Facts" bookmark; speakers from personnel; or a video
	Salary schedules, school calendar, [work days, vacation, etc.] and key resource people [who to call for what]	Print materials that can be easily accessed

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	Essential information- What	Method[s] of communication- How
School	School improvement plan [mission, goals, objectives]	Formal orientation with print material
	The uniqueness of the school: population served, staff, etc.	Orientation with print material
	Schedules that are unique to the school and key resource people [who to call for what]	Print materials that can be easily accessed [bookmarks] and mentor support
	Supplies and equipment	Print materials that can be easily accessed and mentor support
	Policies and procedures [discipline referrals, professional or sick leave, homework, etc.]	Formal orientation with print material and mentor support

Perhaps the most critical component of a pre-work orientation includes that which is directly related to the job:

Area	Essential information- What	Method[s] of communication- How
Job	Classroom organization	Orientation with sample floor plans; bulletin board considerations; *mentor support*
	Classroom rules and procedures	Orientation with sample rules; discussion and development of those rules; *mentor support*
	Lesson planning for day one and first week	Orientation with sample formats; standard course of study; discussion and the development of plans; *mentor support*
	Evaluation	Discussion of current models of teacher appraisal, including the new ILP cycle [3 years] and mentor support

Program planners need to consider both quality and quantity when planning an orientation program. Caution should be taken to deliver only the amount of information that a novice teacher can assimilate. Ideally, a thorough, multiple session, long term orientation should be planned. Topics such as assessment, differentiated instructional strategies, exceptional or diverse populations, parent conferencing, and classroom management should be covered "just-in-time" throughout the first year.

The orientation models in Appendix A represent best practices in North Carolina. However, the most important of any orientation are:

> "commitment and context....Any teacher induction program is unique in that it is addressing particular needs, responding to a particular culture or tradition, and operating within a particular context. Thus, implementation of a 'successful' teacher induction program appears to depend less upon the strict replication of successful strategies than on the program's ability to understand and respond to its particular context." APEC Education Forum: *From Students of Teaching to Teachers of Students: Teacher Induction Around the Pacific Rim*

An Orientation Framework

Key Component	*Time Frame*	*Process*	*Rationale*
Introduction of Beginning Teachers	Part 1 of Day 1	Icebreaker "Interview Your Neighbor"	Provides a comfort level and establishes a network
Introduction to Key Personnel	Day 1	In person, video, directory, or orientation notebook	Provides information on who does what in the system; who to call when specific problems occur
Mentor Assignments	Day 1 or 2	Icebreaker "Interview Your Neighbor"	Provides that direct link of support early in the process; mentors might want to write a personal note in advance
County Policies/ Procedures	Day 1 or 2	Directory [including list of people, community agencies, web sites, materials, policy manuals, etc.]; could use a scavenger hunt or pair share activity to get involvement	Gives key information and its location for future reference
Introduction to the community	Day 1 or 2	Video, bus tour, Chamber of Commerce rep or "VIPs" come to luncheon or breakfast	Provides a link to the "context" in which schooling occurs
Introduction to the school	Day 2 or 3 [half day or all day]	Use checklist [enclosed] to ensure consistency across the system	Gives insight into expectations, people, physical plant, policies and procedures, etc.
What to Expect	Day 1, 2, or later	Panel Discussion of 2nd or 3rd year teachers sharing experiences	Provides perspective and could cover how to work with teacher assistants, support personnel, other teachers, etc.
Parent Communication	Overview on Day 1 or 2	Brainstorm, provide samples; Role play parent greeting at "open house"	Provides pertinent information for the beginning of the year; welcome letter to parents, etc.
Curriculum and Instruction—What Will I Do Day 1 and Week 1	Overview during orientation, especially on day 2 and 3	Provide copies of Standard Course of Study; pacing guides; sample lesson plans; graphic organizers	Provides the "just-in-time" info needed for success
Induction Appraisal	Overview during orientation or at a later session in late August or early September	Share copies of the appraisal instrument; indicate that the ILP process is now 3 years; discuss the observation cycle, including one by a teacher and three by an administrator; discuss additional continuing certification issues	Prepares the ILT for the induction phase
Evaluation of Orientation	Day 3 and after 4-6 weeks	Surveys, questionnaires	Encourages dialogue and provides information for program and process improvement for future orientations

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An Orientation Framework

Post Orientation Topics	Time Frame	Method	Rationale
Diversity	Beginning of school year	Discussion of multiple learning styles; multiple intelligences, cultural diversity, grouping for instruction; identification of special needs students; exposure to personality / learning styles inventories	Provides instructional strategies to meet the needs of diverse learners
Time and Stress Management	Beginning of school year	Discussion of time management and/or stress management techniques; samples of strategies that work for others	Develops positive practices and habits that support the new employee
Grading Practices	Beginning of school year	Samples of tests; examination of grades and grading practices for reliability and validity	Provides development of consistent and professional assessment practices
Grade Level / Subject Area Meetings	Second or third month and middle of school year	Swap sessions that provide opportunities for ILTs to meet and learn from master teachers across the system	Develops yearlong pacing guides
Promoting Reflection	Second or third month	Journals, portfolios	Provides opportunity to learn from experiences
Record keeping and cumulative records	Middle of school year	Have ILTs bring samples of their record keeping [journals, logs] and one or two cumulative records; discuss the information that is needed; have the mentor work with the ILT	Develops good habits
Technology	Ongoing	Labs that link learning with on-the-job experiences; i.e., Powerpoint, Access, Word, Excel, Access to the Internet, Hyperstudio	Encourages competence in technology and provides opportunities for transfer to the job
ABCs, EOGs, and EOCs	Ongoing	Discussion of ABC guides, local curriculum guides; examination of data and discussion of the interpretation of that data	Supports data analysis for instructional purposes

Tips for Effective Program Evaluation

Quantitative evaluation gives feedback on the effectiveness of the implementation of induction programs. What is measured is noticed; therefore, program evaluation can be used to focus employees on the strategic objectives of your school system.

Getting Started

First, define the objectives of your employee induction program. For example, do you hope to:

- improve the quality of your instructional program,
- reduce employee turnover,
- improve employee morale, or
- a combination of these factors?

Then decide which measurement tools will be used to measure the success of your program. You will probably want to use a combination of the measurement tools listed below.

Measurement Tools

1. Surveys

A survey can be used as a self-reporting tool to assess employees' training needs or to seek feedback from employees. For example, new employees could complete a needs assessment survey or a survey asking their opinion on a new-hire orientation.

Several factors should be kept in mind when developing a survey:

- Questions should be easily understood by the person completing the survey.
- Questions can be designed with open-ended answers, or you can use formatted responses such as multiple-choice answers.
- Formatted responses are generally easier to tabulate and analyze, but require care to assure that all options are offered.
- Before implementing a survey, it is helpful to test it with a small group.

During survey development, also keep in mind the time required to summarize and analyze the information after it has been collected. Failure to plan for data analysis could result in hand keying large amounts of information or lots of unused data. For longer surveys or large groups of respondents, consider developing machine readable answer sheets.

The practice of asking your employees to evaluate a specific program creates expectations in itself. Because of the expectations created, do not use a survey to evaluate your program if you are not willing to make program changes based on the feedback. Failure to use feedback can add to employee cynicism and a lack of employee support for future initiatives.

2. Employee Turnover Rates

An effective induction program should help you retain good employees. It may be helpful to calculate your turnover rate and study trends in your ability to retain good employees. Turnover rate, calculated as a percentage, is determined by the following formula:

$$\frac{\text{number of employee separations for the period}}{\text{number of employees at a fixed point during the period}} \times 100$$

The turnover rate can be further refined by removing unavoidable separations, such as death and retirement, from the calculation as in the following formula.

$$\frac{\text{Number of employee separations for the period - unavoidable separations}}{\text{Number of employees at a fixed point during the period}} \times 100$$

Another measure of employees exiting your organization is the survivor or attrition rate. This figure tracks cohort groups and would be used to find out how many teachers hired in a particular year, remain in following years. For example if you hired 100 teachers in September of 1997 and 80 were still employed in September of 1998, your survivor rate would be 80% and your attrition rate would be 20%.

The objective of examining your turnover rate is not to have the lowest number possible. You would not want to retain an employee who has proved ineffective. Rather it is to monitor the rate at which employees are leaving your organization as well as the reasons employees are leaving. Tracking the reasons people leave is typically accomplished through an exit interview or exit survey.

3. Employee Evaluation

While surveys measure attitudes, employee evaluation instruments measure behavior. Has employee behavior changed as a result of your induction program? Does training translate into behavior that is measured on the employee evaluation? Are there differences in the employee evaluation scores of a cohort group that went through a complete induction program versus employees who did not have the same training experience?

4. Student Performance

Can improvements in student performance be tied to the skills employees develop through an induction program?

5. Program Cost

The cost of your program should be examined versus the benefits the program provides. In addition to student outcomes an important potential benefit is employee retention. You may want to examine the cost of replacing an employee versus the cost of the induction program for each employee.

Analysis of Results

Normative data needs to be established with any quantitative tool. This process involves determining what is acceptable or normal in the program you are evaluating.

Once your data is tallied, i.e., employee evaluation scores or survey responses, you will need to decide what kind of analysis is appropriate. A *tally or frequency distribution* may be used to analyze survey responses. A measure of typical performance, such as *average or median* can be useful when looking at the employee evaluation scores of beginning teachers. For data collected over a period of time, it is helpful to do a *trend analysis*.

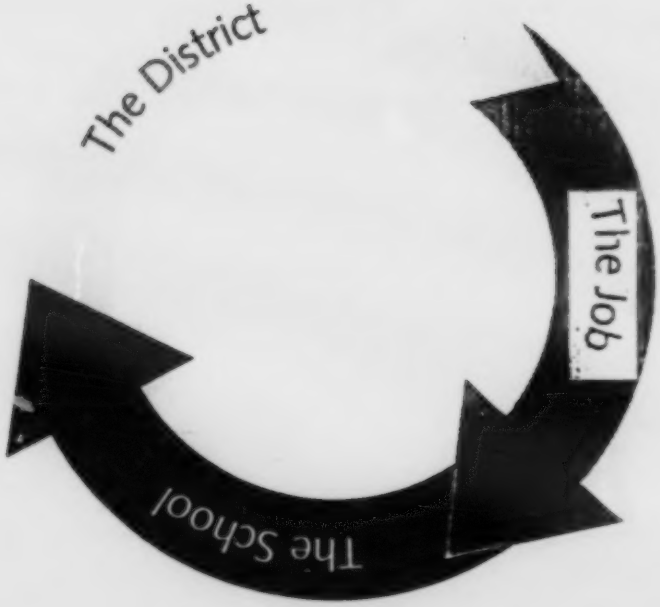
Following are a few tips to make your data easier to understand:

- Data expressed as percentages are generally easier to understand than numbers alone.
- Analyzing your data with charts and graphs helps distill the meaning and communicate data easier than numbers alone.
- Removing outliers from your data may give you a truer picture of the meaning of your data.
- Disaggregating the data can also provide a truer picture. Overall results can be misleading and hide patterns in different categories, such as the results from a particular school.

Action Plan

The most important part of the evaluation process is using the information gained to improve your program. What changes are called for to further increase the effectiveness of your program? Look at whether your method of measurement and analysis can be improved. And remember to include in your action plan a communications component.

Appendix A: Sample Orientation Agendas



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DARE COUNTY SCHOOLS

DARE COUNTY SCHOOLS
MODEL NEW TEACHER INDUCTION ACTIVITIES

BEGINNING TEACHERS (ILT's)

DAY ONE Tuesday, August 12, 1997

Welcome
Overview of Five-Day Induction Program
"You're An Important Part of Our School System" Address by
1996 Dare County Teacher of the Year
Introductions - Getting to Know Dare County Schools
Video (System/Schools Overview)
"VIP" Staff Panel:
Philosophy
Goals
Guiding Principles
Protocols
"You Have a BIG Job, But You're Not Alone:" System Resources
(Note: Participants will be given a folder/disk that they will expand as the week's activities proceed.)
Assessment: Concerns, Needs, Expectations
"How to Survive the First Year"
Panel of 2nd/3rd Year Teachers
Closure

DAY TWO Wednesday, August 13, 1997

Welcome
Principles of Learning
School Effectiveness :
What is it? How will we know it? What are the Conditions? What is effective management?
Meet Mentors - Lunch with Them
Educating Every Child:
Designing a Curriculum to educate every child
Principles of Learning
Essential Elements of Instruction
Differentiating Instruction
Applications to the Curriculum
Round-Table Discussion (Including Mentors): Questions - Answers Related to Day One Assessment

MENTORS (ALL)

DAY ONE Tuesday, August 12, 1997

Welcome - Introductions
Adult Learning
Characteristics of Adult Learners
Recognizing Stages of Concern
Communicating Effectively
Effective Mentoring
Building a Collegial Relationship
Marshaling Resources
Peer Evaluation
Building on Success
Facilitating Staff Development
Portfolio Development
ILT Requirements
Concerns/Questions
Closure

DAY TWO Wednesday, August 13, 1997

Review ILT Assessments Completed on Day One
(Concerns, Needs, Expectations)
Setting the Stage - Planning for
Day One-Two with Beginning/New Teacher
Staff Work Days
First Week of School
First Month of School
Months Two through Ten
Lunch With Beginning Teachers
Gather Resources/Share Ideas
Round-Table Discussion with Beginning Teachers

BEGINNING TEACHERS (ILT's) - MENTORS FOR ILT'S

DAY THREE Thursday, August 14, 1997

Beginning Teachers (ILT's) and Their Mentors will Meet at Individual School Sites

Welcome to School/Community - School /Classroom Tour
Introduction of Key Personnel
Getting to Know the School: Philosophy, Goals, Guiding Principles, Broad Protocol (Additional information provided during regular work day sessions)
Dealing Effectively with Parents
Lunch
Facing the First Day
Individual planning session with mentor to prepare for first day with students

BEGINNING TEACHERS (ILT's) - Mentors

DAY FOUR Friday, August 15, 1997

Beginning Teachers (ILT's) And Their Mentors Will Meet at Individual Schools
ILT Program Requirements
Portfolios
Dare County Goals
INTASC Standards
Staff Development
School/System Support
Beyond the First Day:
Planning the First Week of School
Differentiating Instruction
Closure: Identification of Next Steps
Evaluation

NEW TO DARE COUNTY TEACHERS -MENTORS

DAY FOUR Friday, August 15, 1997

Welcome
Introductions - Getting to Know Dare County Schools
Video (System/School Overview)
"VIP" Staff Panel:Philosophy, Goals,Guiding Principles, Protocols
You Have a BIG Job, "But You're Not Alone: Introduction of Mentors
Lunch with Mentors
Individual Planning Session With Mentors
System Resources"How to Survive the First Year in Dare County Panel of Experienced Teachers/Mentors
Closure: Questions/Answers
Evaluation

BEGINNING TEACHERS AND NEW TO DARE COUNTY TEACHERS

DAY FIVE Monday, August 18, 1997
Welcome/Introductions
Meeting the Challenge of Technology: Presentation by School Technology Teachers
Video Presentation: *Taking Dare County Students into the 21st Century*
Dare County Technology Goals
Hands-on Workshop: Introduction of Lap-Top Computers
Technology Requirements
Using the School-Wide Network
Corresponding Through E-Mail
Closure: Excerpts from Harry Wong's *The First Day of School*
Final Questions/Sharing
Evaluation

CONTINUED SUPPORT

Mentors, school administrators and the Staff Development Coaching Team will provide continued support for beginning and new teachers throughout the school year (including programs during the regular half-day in-service sessions). The school system has requested a Teacher On Loan position for mentoring new teachers in the 1997-98 budget. If that position is funded, the Teacher on Loan will work on a daily basis to assess needs and provide support services for beginning and new teachers.

In addition to the activities planned by mentors in their Day Two session, quarterly seminars (with renewal credit) will be scheduled to provide research information, focus on INTASC Standards, facilitate reflection on classroom experiences, and extend networking. The Coaching Team will also continue monthly newsletters with information targeted specifically for beginning and new teachers.

Ilt's and new to Dare County teachers will begin a portfolio with goals related to INTASC standards. Mentors and Coaching Team members will provide individualized assistance in the portfolio development and on-going review.

ILT's and new to Dare County teachers will also have the option to participate in graduate programs provided in the system through a special consortium with East Carolina University and Elizabeth State University.

EVALUATION

Evaluation of the support system for beginning and new teachers will be frequent and on-going. In addition to the formal and informal evaluations solicited from beginning and new teachers during the pre-school induction program, regular evaluations will be included in the quarterly seminars.

In the spring of 1998, the Staff Development Coaching Team will also begin planning the support programs for the following school year. As plans are discussed, the team will seek input from administrators, mentors, and beginning/new teachers regarding changes/improvements in the induction program and follow-up support system.

GASTON COUNTY SCHOOLS

Teacher Induction Program for Success
1997 Schedule for ILT'S and Mentors

	Monday, July 28	Tuesday, July 29	Friday, August 1	Saturday, August 23	Friday, October 28
AM Sessions	Opening remarks *Ice Breaker* ***Snapshot**–Central Office* **TIPS Participants** *Introduction to TIPS* • Introduction to Gaston County • Chamber of Commerce • Remarks from Administration and Board of Education • TIPS's Website • Overview of *First Days of School* and TIPS notebook • Meeting with the Directors In school level groups **Mentors** *Mentor Support/Expectations* • Mentoring review Mentor Handbook • Communicating expectations • INTASC Standards • Performance-based licensure • Mentors complete ILT care packages	Opening activities ***Snapshot**–Testing* **TIPS Participants** *Professionalism...Starting Right* • Legal Issues • Automated Substitute System • Discipline Following Directions *"Saying Them Once"* Class discipline...Problem Solve Through Role Play • Finance Presentation **Mentors** *Technology* • Multimedia • Power Point • ABC's of technology Standards for End-Of-Grade	Opening activities ***Snapshot**–Learning Styles* **Tips Participants** *The Second Step* • Evaluation using the TPAI • ABC Education Plan • 504 Issues • INTASC Standards • Planning for Lesson Mastery • Performance based licensure **Mentors** *Resolve and Assess* • Conflict Resolution • Authentic Assessment	Opening activities ***Snapshot**–Schiele Museum* **TIPS Participants** **Carousels** *Strategies of Upward Movement* ***Grades K–5*** • Integrated Units of Learning • Writing in many forms • Continuation of Classroom Management procedures ***Grades 6–12*** • Integrating units of Learning with Technology	Opening activities **TIPS Participants Presentation by Dr. Harry Wong author of *"The First Days of School–How to be an Effective Teacher"*** • Basic Understanding–The Teacher–*the successful teacher must know and practice the three characteristics of an effective teacher.* • 1st Characteristic–Positive Expectations–*the effective teacher has positive expectations for student success* • 2nd Characteristic–Classroom Management–*the effective teacher is an extremely good classroom manager*
	Lunch *sponsored by school system*	**Lunch** *on your own*	**Lunch** *NCAE sponsored*	**Lunch** *on your own*	**Lunch** *on your own*
PM Sessions	***Snapshot**–Newspaper In The Classroom* **TIPS Participants** • *"First Days of School"* • Video and Activity • Meeting with feeder area representatives and mentors for Gaston County Culture Awareness **Mentors** *Get Acquainted* • Meet ILTs Activities: Active Listening Reflective Practices	***Snapshot**–A–Z's of Gaston County* **TIPS Participants** **Carousels** *Being the Best Teacher* • "What is an Effective Teacher?" • "Positive Expectations" • "Classroom Management" • Developing a substitute folder • Discipline techniques **Mentors** • Accompany ILT in Carousels	***Snapshot**–Bloodborne Pathogens* **TIPS Participants & Mentors** **Carousels** *Success For All Students* ***Grades K–5*** • Scheduling • Pacing • Parent Teacher Conferencing • Assessment and Evaluation ***Grades 6–12*** • Block Scheduling • Pacing Instruction • Middle School Climate and Strategies • Assessment and Evaluation	***Snapshot**–Professional Publications* **TIPS Participants** **Carousels** *Topping it Off* ***Grades K–5*** • Teacher Resource Center • Exceptional Children's Referral Procedures ***Grades 6–12*** • Writing Across the Curriculum • Continue Units of Learning • Parent Teacher Conferencing	**TIPS Participants Presentation by Dr. Harry Wong (cont.)** • 3rd Characteristic–Lesson Mastery–*the effective teacher knows how to design lessons to help students reach mastery* • Future Understandings–The Professional–*the teacher who constantly learns and grows becomes a professional educator*

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DURHAM PUBLIC SCHOOLS

The Plan: Daily Schedule (Mentors are in sessions with the ILTs unless otherwise noted.)

Monday, August 11, 1997

8:30 - 9:30	Welcome to the Profession and to Durham Public Schools by the Superintendent and Chair of the Board of Education
9:30 - 9:45	Overview of Orientation Week Activities and Assignments
9:45 - 10:15	Icebreaker Activity (and break)
10:15 - 12:00	The Student Achievement Goals of the Durham Public Schools (The ABCs and the Indicators of Success)
12:00 - 1:00	Lunch (provided)
1:00 - 2:30	Curriculum: The NC Standard Course of Study and Local Curriculum Guides (conducted in the following groups: K-2, 3-5, and 6-12 by subject area) Presenters: central office coordinators and mentor teachers.
	Mentors who are not presenting will review the role of the mentor, mentor timelines, and how to conduct cycles of assistance.
2:30 - 3:00	Hiring Session Preview
3:00 - 3:30	Personal Reflection and Evaluation of the Day's Activities

Tuesday, August 12, 1997

8:30 - 8:45	Welcome by Local University Representatives
8:45 - 9:00	Icebreaker: Acronym Jigsaw
9:00 - 11:30	Effective Instruction (including "Dealing with Differences") Presenters: DPS coordinators and mentors, university personnel Topics: Direct Instruction, Cooperative Learning, Exceptional Children's Programs, and Strategies for LEP Students
	Mentors who are not presenting will review stages of adult development and plan the Thursday activities at the individual schools.
11:30 - 1:00	Lunch on your own (in groups). Extra time allowed for building relationships with mentors and other ILTs. A representative from Human Resources will be available at the staff development center to answer questions about benefits.
1:00 - 3:00	Planning for Student Success: Classroom Management and Student Motivation Presenters: mentors. Topics: Setting up your classroom, grading systems, classroom rules and procedures, managing time.
	Mentors who are not presenting will be trained in effective coaching strategies and will finish planning the Thursday activities if time permits.
3:00 - 3:30	Personal Reflection and Evaluation of the Day's Activities (Mentors available for advice about the hiring session.)

Wednesday, August 13, 1997

8:30 - 8:45	Welcome by Local Business Representatives
8:45 - 10:30	Effective Discipline (in groups by grade level) Presenters: mentors, principals, and assistant principals
	Mentors will be trained in the INTASC standards and from them develop a program of support group sessions and seminars for the remainder of the year.
10:45 - 12:00	Working with Parents (including conducting parent conferences) Presenters: district parent liaisons, mentors
12:00 - 1:00	Lunch (provided)--includes panel on parent expectations of teachers
1:00 - 1:45	Group Discussions and Personal Reflection on Working with Parents
2:00 - 3:20	Hiring Session *Mentors assist with groups of ILTs.*
3:20 - 3:30	Evaluation of the Day's Activities

Thursday, August 14, 1997

ENTIRE DAY CONDUCTED IN INDIVIDUAL SCHOOLS (planned and conducted by mentors, principals, and other school-based staff). Topics will include: Tour of the building, financial procedures, technology resources, teacher's individual classroom, curriculum guides and other

instructional documents (testlets, etc.), the School Improvement Plan, list of school leaders (SBDM committee members, staff development contact, department chairs, etc.) Beginning teachers should have at least half of this day to work on their first week lesson plans. They may work individually, together, and/or with a mentor.

Friday, August 15, 1997

8:30 - 10:30	Sharing of First Week Plans in Small Groups (by grade and subject) *Mentors facilitate small groups.*
10:30 - 12:00	Meet with Executive Directors of Elementary, Middle, and High School Instructional Outcomes (and other central office staff as appropriate)
12:00 - 2:00	Celebration and Luncheon. Speaker: Regional Teacher of the Year ("A Preview of the Year Ahead") Introductions: Central Services staff Acknowledgements and Presentation of Certificates by Superintendent
2:00 - 2:30	Personal Reflection and Evaluation of the Day's Activities
2:30 - 3:30	Human Resources staff available to follow up with individuals on hiring session needs.

Who will provide the orientation activities?

Central office staff, university faculty, mentors, and other school-based staff.

Why the proposed program will meet the needs of DPS' beginning teachers and mentors:

The proposed orientation was designed from the recommendations of a group of first year teachers and veteran mentors. It also has had the input of principals and central office administrators. In addition, the schedule of topics reflects research findings as to the needs of beginning teachers.

Superiority of the Proposed Program:

The proposed program will be superior to the orientation program typically offered by Durham Public Schools because (1) it is longer and covers in depth topics merely referred to in previous orientations; (2) it is highly interactive and tailored to the specific needs of each ILT (not just "sit-n-get" large sessions as it has been in the past); (3) ILTs will leave the orientation with a complete set of plans for the first week of school; and (4) the orientation involves only beginning teachers (other new employees will be oriented separately leaving more time to address the specific needs of beginners).

PLANS FOR CONTINUED SUPPORT

During the orientation week, the mentors will use the INTASC standards to develop a program of monthly support group meetings (and additional seminars as needed). ILTs will meet in grade level groups (elementary and middle) and subject groups (middle and high school) with ILTs from several schools in the same group. The first monthly support group meetings will use the following general format: (1) Sharing of immediate concerns; (2) Review and discussion of classroom management; (3) Selection of an instructional issue for the next meeting (or announcement of the issue if it is common across the district); and (4) Plans for peer observation between now and next meeting. Each subsequent meeting will follow a similar format: (1) Sharing about the instructional issue; (2) Presentation about an instructional issue; (3) Selection of the focus for the next meeting; and (4) Plans for peer coaching.

EVALUATION

There are three points at which the orientation program will be evaluated. (1) At the end of the day on Monday through Wednesday, a committee composed of the coordinator for staff development, a representative of the Office of Human Resources, three mentors, and the trainers for each day will convene to read that day's participant evaluations to see if there is anything that needs to be changed for the rest of the week. They will also make notes about areas where there is agreement about what has worked well and what needs to be changed. (2) On Friday, all participants will answer a questionnaire about the orientation activities. They will also look back on their reflections over the week and answer (for the week): What worked? What needs to be changed for next year? (3) At the last meeting of the support groups in May, 1998, ILTs will again evaluate all components of the orientation program: the events of the orientation week and the follow-up support groups and seminars.

ONSLOW COUNTY SCHOOLS

ONSLOW COUNTY SCHOOLS
MODEL NEW TEACHER ORIENTATION PROGRAM
AUGUST 1997

For the past three years, the Onslow County School System has participated in the Model New Teacher Orientation Program. Each of the program designs thus far (August 1994, June 1995, August 1995, August 1996) was developed to meet the needs of beginning teachers, based on feedback from previous program participants and/or initially licensed teachers (ILTs).

Results of a research study of the August 1995 orientation indicated that the program was effective and well-received by participants. Suggestions for program enhancement were incorporated in the design of the August 1996 model program. Likewise, survey results from the 1996-1997 orientation program demonstrated that the modifications were appropriate. Additionally these further refinements were suggested for the future and have been included in this year's proposal:

- Presenting the panel discussions in grade-level groups
- Providing more time for school-level orientation
- Providing more time with the mentor
- Including an exceptional children teacher on the panel

PROGRAM PARTICIPANTS

Onslow County Schools will provide a preservice orientation on July 28-31, 1997, for up to 45 beginning teachers and their mentors, representing all grade levels and all schools in the system. Teachers who are not eligible for the state-funded program will also be included at local expense. The initially licensed teachers participating in the model orientation will also be a part of the Performance-Based Licensure Program Pilot in Onslow County. The mentor for each new teacher will be assigned prior to July 28, 1997, and will be included in three days of the orientation.

SCHEDULE OF ACTIVITIES

July 28, 1997

Time	***Activity***	***Participants***
8:30-9:30 a.m.	Welcome Breakfast	ILTs, mentors, administrative staff, BOE members, etc.
9:30-11:30 a.m.	Panel Discussion *"The First Year: What to Expect" (by grade level)*	ILTs, second-year teachers
	Mentor Session *"Promoting Reflection"* *"Orienting the First Year Teacher"*	Mentors
11:30 a.m.-12:30 p.m.	*LUNCH*	

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12:30-2:00 p.m.	Program Overview *Initial Licensure Program* *Performance-Based Assessment* *INTASC Standards* *(more thorough training scheduled for follow-up meetings)*	ILTs, mentors
2:00-4:00 p.m.	School-Based Orientation *Tour of school* *Employee handbook* *Principal checklist of required activities*	ILTs, principals, mentors

July 29, 1997

Time	***Activity***	***Participants***
8:00 a.m.-4:00 p.m.	School-Based Orientation *(Mentors will use a checklist they help to develop the previous day to orient the ILTs to school, staff, curriculum, etc.)* ***This has proven to be the most valuable and important part of the model orientation.**	ILTs, mentors

July 30, 1997

Time	***Activity***	***Participants***
8:30-10:00 a.m.	Grade-Level Groups *Parent Relations* *(INTASC #10)*	ILTs, master teachers
	BREAK	
10:15-11:45 a.m.	Grade-Level Groups *Motivation and Management* *(INTASC # 5)*	ILTs, master teachers
11:45 a.m.-1:00 p.m.	*LUNCH*	
1:00-3:30 p.m.	Seminar *The First Days of School (Wong)* *Participants will be given this book when employed and asked to read it and respond to written questions prior to the seminar.*	ILTs

July 31, 1997

8:30 a.m.-4:00 p.m. *Teaching Strategies for Excellence in Education Convention*
Beginning teachers and their mentors will select from a variety of concurrent mini-workshops/sessions (60-90 minutes each) provided by the school system's staff development leaders, a cadre of trained master teachers. Potential session topics include:

- *Math Strategies for Grades K-2*
- *Math Strategies for Grades 3-5*
- *Copnferencing with Young Writers*
- *Writing Across the Curriculum*
- *Newspapers in Education*
- *Educational Resources at the Onslow County Museum*
- *Challenging High Achievers*
- *Performance-Based Assessment-An Alternative Approach to Initial Licensure*
- *Instructional Strategies That Combine Math and Literature*
- *Brain Research: Implications for Educators*
- *Using Technology in the Classroom*
- *Teaching in the Block Schedule*

Beginning teachers will select topics based upon their own perceived needs. This conference will afford the opportunity to interact with many individuals in the school system and community, including technical support center staff, community college personnel, local media staff, county museum leaders and many of their future colleagues. This convention will also provide an overview of the local staff development opportunities which will be available throughout the school year.

FOLLOW-UP ACTIVITIES

In addition to the preservice orientation, program participants will receive continued support throughout the 1997-1998 school year. They will be placed in cohort groups to meet monthly. These meetings will include a discussion of topics centered around the INTASC standards. Experienced teachers, including mentors and staff development leaders, will facilitate these sessions. Performance-based licensure participants will also be provided time to work together on the development of their products and to observe each other in the classroom. Session topics include:

- *Reflection: Surviving the First Month*
- *Assessment and Evaluation*
- *Dealing with Exceptional Children in the Classroom (Referral Process and Strategies)*
- *Promoting Critical Thinking and Problem-Solving/Questioning Techniques*
- *Technology in the Classroom*
- *The Diverse Classroom*

ORANGE COUNTY SCHOOLS

Orange County Schools

Model Orientation Program
for
Beginning Teachers
August 4-7, 1997

Agenda

Day One Monday, August 4, 1997

8:30-8:40 AM	Welcome and Introductions
8:40-9:00 AM	Icebreaker-Getting to Know You
9:00-9:30 AM	Organizational Expectations
9:30-10:00 AM	Where to Begin?
10:00-10:15 AM	Break
10:15-11:15 AM	Building a Culture of Support and Collaboration (Who to Call, Where to Find, Where to Go, Walking Through the Manuals, Acronyms)
11:15 AM-12:00 PM	Procedures and Protocols System-level and Building-level
12:00-1:00 PM	Lunch on Your Own
1:00-2:00 PM	Discipline: Positive or Negative, Cooperative or Coercive Proactive or Reactive, Community or Not High Expectations or No Expectations
2:00-2:45 PM	Exceptional Children Issues: Who, What, and How
2:45-3:00 PM	Break
3:00-345 PM	Building a Portfolio of Success/Performance Appraisal
3:45-4:00 PM	Closure (Facilitating Sustained Growth)

Day Two Tuesday, August 5, 1997

8:30-9:00 AM	Icebreaker
9:00-10:15 AM	Goal Setting for Student Achievement: •Expectations for Student Achievement •Review of Policies •Curriculum Guides •Assessment Framework •Testing Calendar
10:15-10:30 AM	Break
10:30-11:15 AM	Essential Elements of Instruction
11:15-12:00 PM	Practice and Demonstration (Practice One)
12:00-1:00 PM	Lunch on Your Own
1:00-2:00 PM	Debrief: (Analyses of Essentials of Instruction and Curriculum Connections)
2:00-2:15 PM	Break
2:15-2:45 PM	Principles of Learning (Exposure)
2:45-3:45 PM	Applications to the Curriculum: Principles of Learning
3:45-4:00 PM	Closure

Day Three Wednesday, August 6, 1997

8:30-11:30 AM	In-Class Model: Building-level Activities
11:30-12:30 PM	System-wide Picnic/Lunch
12:30-4:00 PM	In-Class Model: Building-level Activities

Day Four Thursday, August 7, 1997

ILP Schedule

8:30-11:30 AM	In-Class Model: Building-level Activities •*Facilitated by Second Year Teachers* •*First and Second Year Teacher to Teacher Dialogue*
11:30-12:30 PM	System-wide Picnic/Lunch and Closure Activities
12:30-4:00 PM	In-Class Model: Building-level Activities •*Facilitated by Mentors* •*ILP to Mentor Dialogue*

PERQUIMMANS COUNTY SCHOOLS

MODEL NEW TEACHER ORIENTATION GRANT
PERQUIMANS COUNTY SCHOOLS

PARTICIPANTS

Perquimans County Schools piloted two three-day orientation programs for new Perquimans County Middle School teachers during the 1996-97 school year. In their evaluation of the program teachers indicated they needed additional assistance in organizing, managing and delivering instruction as well as information regarding policies and procedures specific to Perquimans County Schools.

The proposed orientation program will involve approximately twenty-eight (28) initially licensed teachers and mentors from all four schools in Perquimans County. Teachers and mentors not eligible for this grant will be sponsored with other funds..

The new teacher orientation program will begin August 11 and the initial five sessions will end on August 15. The first two days will be supported through this grant's funding. Teachers and mentors will begin their regular employment August 13. Therefore, grant funds will be needed for only two days of our initial training. Two days of follow-up training will occur during the school year. The August 11-15 activities will be facilitated by lead teachers, administrators, and central office personnel.

ACTIVITIES

During the 1996-97 school year, the need for training new teachers in the critical attributes of Functions 1-5 of the TPAI was recognized through the countywide new teachers' "CHAT" sessions. Perquimans County Middle School's new teachers were cited as a pilot group. Three days of staff development were implemented. From the written evaluation instrument and the verbal feedback, the facilitators agreed that additional in-depth study and expansion of the program was needed. Thus, the following five-day induction program has been developed with two additional days of support training occurring during the regular school year.

DAY ONE
August 11, 1997

INITIALLY LICENSED TEACHERS

WELCOME - Dr. Randall Henion, Supt.
Ms. Carrie Spivey, Teacher of the Year
PRESENTATION- "Survival" Kits
OVERVIEW of the FIve-Day Orientation
TOTAL QUALITY: POLICIES, PROCEDURES, GUIDELINES
*Perquimans 2000
**vision statement
**Instructional Management and Delivery System
**curriculum alignment
**student assistance teams
*Student Attendance
*Safe Schools
*Health Issues
*Gender Equity
*Back to Business
LUNCH - Central Office Staff and Board of Education
ILT PROGRAM -Mr. Paul Ward
*Introduction to INTASC Standards
*Developing ILT Portfolios
CLOSURE

MENTORS

WELCOME - Mentor Trainers
OVERVIEW of the Five-Day Training
NEEDS OF BEGINNING TEACHERS
RESPONSIBILITIES OF MENTORS
LUNCH
BUILDING RELATIONSHIPS
CLOSURE

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DAY TWO
August 12, 1997

INITIALLY LICENSED TEACHERS

WELCOME - Mr. Victor Eure, PCS Media Coordinator
TECHNOLOGY, AN INTRODUCTION TO
MULTI-MEDIA STATIONS IN THE CLASSROOM
*accessing the Internet
*Power Point demonstrations
*CD ROM
LUNCH - on your own
TECHNOLOGY - continued
CLOSURE

MENTORS

WELCOME
REVIEW of Day One
COOPERATIVE PLANNING
CONFERENCING
LUNCH
OBSERVATIONS
SUPERVISION TECHNIQUES
CLOSURE

DAY THREE
August 13, 1997

INITIALLY LICENSED TEACHERS AND MENTORS

WELCOME - Facilitators
REVIEW - Days One and Two
CLASSROOM MANAGEMENT
ESTABLISHING ROUTINES AND PROCEDURES
STUDENT DISCIPLINE (Rountines, Procedures, and Consequences)
MASTERY TEACHING
COMMUNICATING WITH PARENTS
CLOSURE

DAY FOUR
August 14, 1997

INITIALLY LICENSED TEACHERS AND MENTORS

WELCOME -Facilitators
REVIEW - Day Three
DELIVERING PERQUIMANS COUNTY'S CURRICULUM
PLANNING FOR THE FIRST DAY/WEEK OF SCHOOL
LUNCH
PLANNING-continued
CLOSURE

DAY FIVE
August 15, 1997

INITIALLY LICENSED TEACHERS AND MENTORS

WELCOME - Facilitators
REVIEW - Day Four
DIFFERENTIATING INSTRUCTION
LUNCH - Principals
ASSESSING STUDENTS' WORK, TESTING AND GRADING
ILT ISSUES, QUESTIONS, AND CONCERNS
NEXT STEPS
WRAP-UP AND EVALUATION

CONTINUED SUPPORT

Initially licensed teachers need and deserve continued support throughout the year to ensure their success. Two additional in-service days have been scheduled through local funding to address Student Assessment, Parent Conferences, Exceptional Children's Programs, and At-Risk Youth. A monthly "CHAT" session for mentors and mentees will serve as a timely means of reinforcement. As always, each ILT will be part of a grade/department level team for instructional support.

EVALUATION

Evaluation of this program's success will be in the forms of:

- A formal written evaluation after the DAY FIVE session;
- Mentors/mentees collaboratively resolving concerns/problems and celebrating successes;
- Classroom success as observed by administrators; and
- Reflective journals
- End-of-year questionnaire and interviews for program improvement planning

POLK COUNTY SCHOOLS

POLK COUNTY SCHOOLS
NEW TEACHER ORIENTATION
JULY 29 - AUGUST 1, 1997

DAY 1 TUESDAY, JULY 29	DAY 2 WEDNESDAY, JULY 30	DAY 3 THURSDAY, JULY 31	DAY 4 FRIDAY, AUGUST 1
"Start-Up" Activities 8:00AM - 3:30PM Polk County High School Media Center 12:00 Luncheon	Effective Teaching Practices 8:00AM - 3:30PM Polk County High School Media Center	Planning 8:00AM - 3:30PM PCHS Media Center, Individual Schools	"Kick-Off" Activities 8:00AM - 10:30AM PCHS Media Center 11:00AM - 3:30PM Individual Schools
AM <u>Start-Up Activities</u> Kathy Tuten Dynamic Team Activities •Building Working Relationships • "In the Beginning -"	Effective Teaching AM <u>Curriculum Planning</u> Kathy Tuten, Instructional Specialist •Standard Course of Study •Core Content Curriculum Information •Competency Goals & Objectives	AM <u>INTASC STANDARDS</u> Kathy Tuten AM <u>PLANNING</u> Kathy Tuten Principals, Mentors •Short-Term 10-day plans •Schedules •Pacing •"Sponge" Instructional Activities	AM <u>Breakfast Buffet</u> •Send-off Celebration • "Real Teachers Need to Know..." District Procedures/Policies •Polk County Schools New Teacher Resource Packet
PM <u>Classroom Management</u> & Effective Student Behavior Management presented by Mentors, Experienced Teachers •Hands-On experiences •Actual case study/CR experiences •Round Robin Problem Solving and Guidance	PM <u>Assessment</u> presented by Buck Preston & Mentors •Grading Systems •Effective Grading Practices •Grading Instruments Ele., M.S., H.S.	PM <u>Year Long Planning</u> •Theme Development •Pacing •Alignment	PM <u>Individual Schools-Mentors</u> •Classroom Ready-Set and Continued Planning

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Appendix B: Tools for Novice Teachers

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Orientation Activity Log

Name:	_____	**School:**	_____
Activity:	_____	**Date:**	_____

Purpose/Goals:

Reflection:

Signature: _____

Source: Edentowan-Chowan Schools
MNTOP materials

BUILDING AN INFORMATION CHECKLIST

Question	Check	Notes
Do you have keys to your classroom or other rooms you may need access?		
Do you have the necessary furniture for your room?		
What are the "school rules" and policies you will need to present to students?		
Are teacher assistants available and, if so, on what schedule?		
What are the procedures for obtaining classroom books and for checking them out to the students?		
What expendable supplies are available, and what are the procedures for obtaining them?		
What audio-visual materials and equipment are available, and what are the procedures for obtaining them?		
What is the required paperwork for the first day of school, everyday attendance, and the lunch program?		
What is the procedure for the arrival of students on the first day of school and for every day after that?		
What is your class roster? Do you have any special needs students? Do they, or any other students, leave your room during the day? If so, what are their schedules?		
What time will your class have music, recess, P.E., lunch, or library?		
Are there any special events or assemblies you need to be aware of the first week of school?		
How do students leave at the end of the day? Do you have any bus riders, and do they leave early?		

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Question	Check	Notes
What are your school's policies about rules and consequences, suspension, and keeping students after school for either make-up work or detention?		
What duplication materials are available, and what are the procedures?		
How do you get assistance from the office for emergencies, illness, or discipline problems?		
Do you have a "buddy" teacher who you could call in case of an emergency?		
What are the procedures for early dismissal and late arrivals?		
When is the principal available, and about what should he or she be consulted?		
When is the school nurse available and what types of referrals does he or she want?		
What resources are available in the district for help in diagnosing or working with students with severe learning or behavior problems?		
What janitorial services are available for your room, and what should you do if they are inadequate?		
Are you familiar with the parts of the building to which you may need to send students (library, restroom), and do you know the procedures to follow?		
Have you prepared a handout for students or a bulletin board display of rules, major class procedures, and course requirements?		
Do you know the bell schedule?		

Are your lesson plans ready for the first few days of school for each class?		
Have you prepared time fillers to use if needed?		
Do you know if any of your students have some handicapping condition that should be accommodated in your room arrangement or instruction?		
Do you have a district or school calendar?		
Where are student files kept, and what are the procedures to access them?		
Other:		

GOALS FOR THE FIRST DAYS

When establishing your classroom expectations, remember that the goal is to help students become more responsible. The intent for administering rules and procedures is to help students learn appropriate and productive life skills within a comfortable environment. Also, keep in mind that your responsibility goes beyond content information. Teaching and developing student behavior is a critical part of your job as a teacher.

The activities of the first days of school (examples listed below) should lead to some specific goals. These goals might fit into three categories:

- The teacher getting to know the students
- The students getting to know the teacher and each other
- Classroom organization and management

Teacher getting to know students

- Review and diagnostic activities, both formal (testing) and informal
- Maintain a whole-group focus in instruction and review
- Monitor student activities, both academic and social
- Actively engage all students in learning activities

Students getting to know teacher and each other

- Teacher greets students, demonstrates personal interest
- Students introduce themselves to each other
- Design activities to make students feel unique and successful. Keep activities simple but meaningful. Hands-on activities resulting in a product or a sense of productivity are beneficial.
- Establish an accepting climate
- Student self-assessment activities

Classroom organization and management

- Acquaint students with room and materials they will use (supplies, texts, building)
- Teach appropriate behavior, rules, procedures, consequences, attention signal
- Explain homework
- Demonstrate that teacher is well-prepared and purposeful
- Provide an overview of curriculum to be studied
- Preview curriculum as motivational device

BEGINNING TEACHER CALENDAR CHECKLIST

AUGUST/SEPTEMBER

The School and its People

_____ Meet with administrator and mentor teacher to discuss questions.

_____ Meet grade level/department members and key resource people [team leader, department chair, mentor teacher, librarian, office manager, aides, secretaries, counselors, custodians, etc.]

_____ Acquire copies of pertinent school materials [faculty handbook, student handbook, school calendar, student policy materials, school map, bell schedules, etc.].

_____ Acquire copies of necessary forms [referrals, attendance, hall passes, etc.].

_____ Know the physical setup of the school and the location of key facilities [staff restroom, staff phones, AV areas, professional library, copy machines, staff lounge].

_____ Obtain a copy of class/teacher schedules, extra duty responsibilities.

Materials

_____ Acquire course guides, curriculum guides, class outlines, goal statements, etc., for each subject assigned

_____ Ask department members for details about particular units, texts, etc.

_____ Get the necessary supplies to begin the year [tape, staples, construction paper, etc.].

Planning

_____ Become acquainted with the district and school philosophy and policy about discipline.

_____ Formulate a standard for student behavior in the classroom.

_____ Establish a set of procedures for classroom routines [passing out materials, taking attendance, collecting assignments, etc.].

_____ Set up the classroom [seating arrangements, supplies area, assignment baskets, orders, etc.]

_____ Choose a workable plan book format.

_____ Outline specific first week lesson plans.

Grades and Records

_____ Become acquainted with school and district philosophy and policy about discipline.

_____ Set up a grade book that includes all necessary areas: daily grades, test grades, attendance, etc.

_____ Inquire about any other records needed.

_____ Develop a system for keeping track of parent contacts, discipline referrals, etc.

Community Relations

_____ Consider ways to communicate with parents on a regular basis.

_____ Become aware of the many ways parents are involved with the school, i.e., volunteers, parent club, local school advisory committee.

Professional Growth

_____ Attend new/beginning teacher district meeting.

_____ Know about the professional development opportunities.

OCTOBER/NOVEMBER/DECEMBER

School Schedule

_____ Look into teacher workdays for planning or grading.

_____ Find out about holiday preparations—projects, assemblies, decorations, etc.

_____ Participate in home/school communications—open house, parent conferences.

_____ Be aware of additional duties—holiday programs, student activities.

Student Progress

_____ Check the time lines, format, and procedures for reporting midterm student progress.

_____ Learn about pupil assessment, records, grades.

_____ Learn about report card procedures.

_____ Learn about student referral procedures.

Professional Development

_____ Look into statewide professional development activities.

_____ Attend new teachers' workshop.

_____ Look into membership in professional organization.

January

_____ Find out about semester exams

_____ Record semester grades/report cards.

_____ Reflect on the first semester.

_____ Prepare long-range general plans for second semester.

_____ Streamline planning activities and assembling instructional materials.

_____ Make plans for spring break.

FEBRUARY/MARCH/APRIL

School Schedule

_____ Prepare for holiday observances.

_____ Attend new teachers' workshops.

_____ Enjoy spring vacation.

Standardized Testing

_____ Examine copies of testing materials and teacher editions.

_____ Know the school's testing schedule and the teacher's role in administering the tests.

_____ Become aware of the test data and how/if you will be expected to interpret or use it.

MAY/JUNE

School Schedule

_____ Learn about school/district policies regarding special end-of-year activities, assemblies, and parties.

_____ Find out about school schedule for the final weeks of school.

Pupil Assessment

_____ Record procedures for second semester/end-of-year and end of course tests [if applicable].

_____ Review school policy and procedures for student promotion or retention.

Closing School

_____ Prepare the room for summer.

_____ Store materials and equipment.

_____ Return textbooks.

_____ Pay fines and fees.

_____ Celebrate the successful end of your first year!

Professional Development Pursuits

_____ Take summer workshops, coursework, and verify certification requirements.

_____ Prepare material for next year.

_____ Refine instructional plans to be delivered again.

Guidelines for Room Arrangement

Arrange student desks to:

- enable you to monitor students easily.
- leave enough space between desks so you can get to each student when monitoring
- enable students to see you easily when you are presenting information and instructional materials.

Arrange materials and supplies so that:

- they are easily accessible.
- congestion around frequently used storage areas is minimized.
- easy access is provided to those everyday books and materials that are not kept in student desks.
- long-term, seldom used, or special-occasion items are placed at the back of cupboards or out of the room, if possible.
- students are able to obtain their own materials, when appropriate.

Other things to consider:

- Place frequently used audiovisual equipment where it will be used.
- If you plan to use your desk for individual work with students, place it so that you can monitor the room while at your desk.
- Make sure that high-traffic areas (pencil sharpener, trash can, water fountain, etc.) are free of congestion.
- I f you plan to use centers, make sure that they are located where you can monitor them easily and that all needed materials are at each center.
- Provide adequate and convenient storage space for students belongings (lunch boxes, jackets, tote bags, etc.)

Source: Halifax County Schools
MNTOP materials

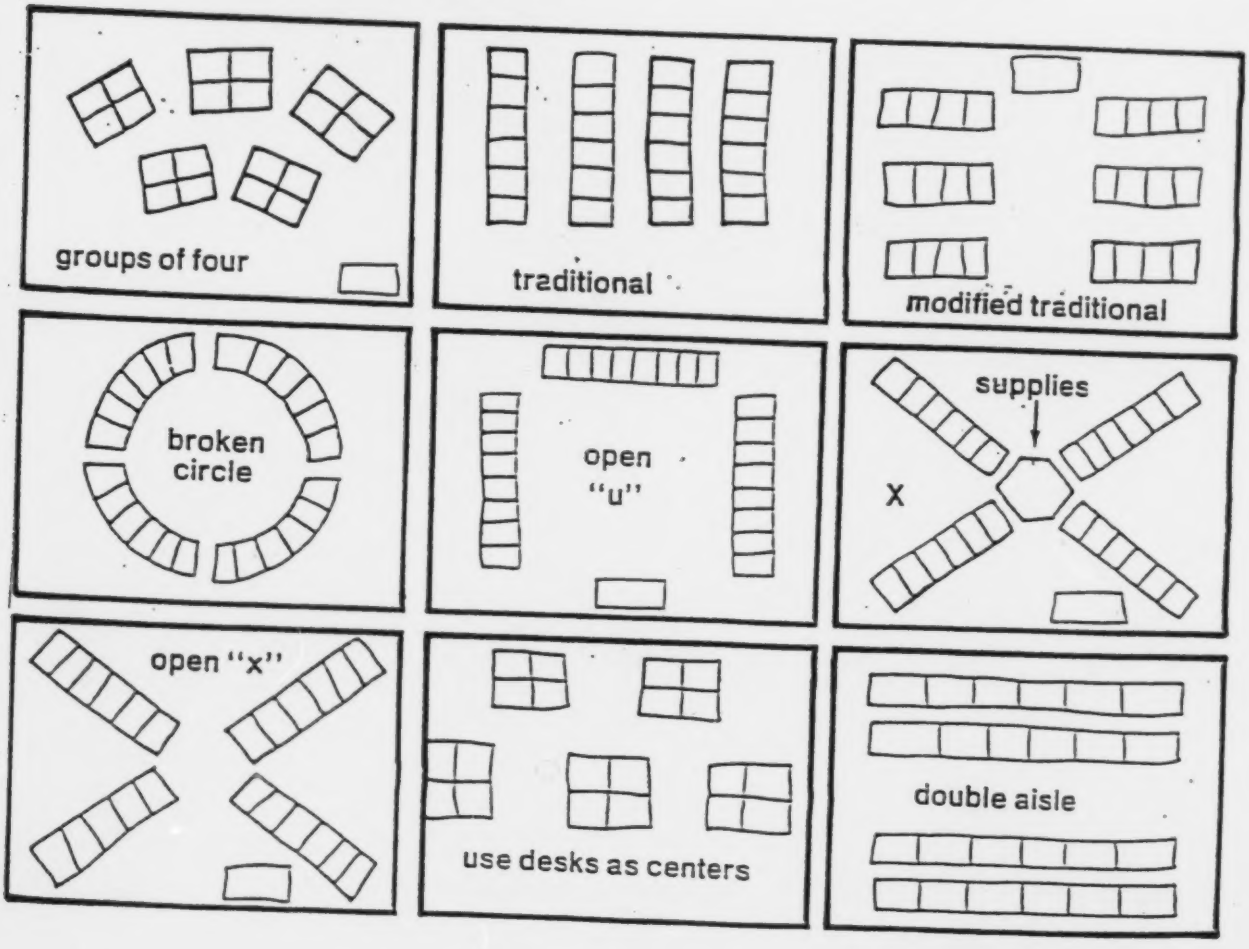
Suggested Room Arrangements

You might think that the way you have your desks is the best for you and your room. If you haven't changed in the last month, you might not know that. Each group of children will react differently, and you will change from year to year.

There are several things to keep in mind when arranging the room:

- Arrange desks so that all of the children can see you or the board without turning their chairs.
- Have easy access for working with individuals. Don't use closed rectangles.
- If space is a consideration, avoid rows.
- Provide for ease in working in groups.
- Make the best use of the natural light.
- Minimize distractions from windows and doors.
- The teacher's desk does not need to face the children.
- Keep the space in from of children's desks free for activities and ease of teaching.
- Consider having no desks. Use tables instead.

Common Desk Arrangements



Source: Halifax County Schools
MNTOP materials

TIPS FOR THE FIRST DAY

- Arrive early so you can greet you colleagues and be in the room before any of the students are.
- Greet students with a smile and a pleasant, "Good morning."
- Write your name on the board so the students can learn it immediately.
- Ask students to be seated when they arrive. They can wait to sharpen pencils, recount their summer, or ask questions This helps you create a good working climate as soon as possible.
- Start the first day on time, with an activity. If you anticipate a delay until all the students arrive; begin with a simple and fun drawing or writing activity.
- Check attendance. In middle and high school, check attendance each period.
- Conduct a get-acquainted exercise.
- Create a pleasant mood and ease students' fears and anxieties by enjoying a good story and a good laugh together.
- Introduce the important features of the room and the school.
- Present the classroom routines and procedures in a positive way, as you would a regular lesson. Explain, discuss, and give students a chance to practice.
- Post a general schedule for lunch, music, physical education, recess, etc. Emphasize and teach the routines that will help students move into these periods quickly and efficiently. Remember, they don't learn it all in a day. Continue to emphasize and practice classroom routines for the first few weeks.

- Work with the students to develop classroom rules. Post the rules. Discuss the consequences.

- Begin to teach students how to follow oral and written directions.

- Begin simple academic activities; short reviews that guarantee a high success rate. This will boost confidence and ease fears. Compliment them on doing such a good job.

- Monitor, watch and maintain constant contact with students. Don't spend time on clerical work the first day. Try not to leave the room while students are there.

- Deal promptly with behavior problems.

- Motivate students with exciting new topics you plan to begin later in the week.

- Issue books and discuss their care, if appropriate.

- Give a brief writing assignment or put questions on the board for students to answer as a quick way to begin assessing abilities.

In general, make a good impression and keep enthusiasm high with first-day activities that involve students; provide success for all, maintain a whole-group focus, establish yourself as leader, provide a variety and change of pace, focus on content, and communicate a little about who you are and your positive expectations.

THE FIRST FEW WEEKS

- Make a list of important rules and routines.
- Be firm, fair, and predictable in enforcing rules.
- Always have materials and activities ready.
- Reinforce good behavior by noting or commenting on it.
- Make sure students understand the consequences of breaking rules.
- Use student helpers.
- Closely monitor students and give clear instructions and directions.
- Be calm.
- Make sure students know what to bring to class.
- Teach academic routines as well as "housekeeping" routines.
- Hold students accountable for their work.
- Eat lunch with students during the first week or two.
- Try not to leave the classroom when students are there.
- Communicate to your students your instructional objectives and the standards you expect.
- Make sure parents understand your goals and objectives.

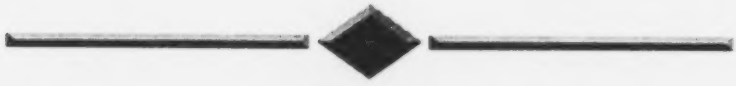
SURVIVING THE FIRST YEAR

- Before you begin the first year of teaching, decide to teach a second year.
- If you are not organized, get organized.
- Do not look for love in the classroom. Look for respect. Look for student achievement. The new teacher who is looking for love is vulnerable and erodes the authority needed to lead a class.
- Focus on learning.
- Become a member of the faculty. Colleagues can provide a great source of satisfaction and professional learning.
- Pay your body its dues.
- Come to terms with your authority.
- Find a mentor; an experienced, older teacher who is willing to act as a guide and confidant through the first year.
- Ask questions.
- Don't think about yourself as a finished product.
- Be aware of the personal feelings, moods, and attitudes you bring into the classroom.
- Try not to overreact.
- Encourage laughter in your classroom.

PROCEDURES:

APPLY TO A SPECIFIC ACTIVITY.

DEVELOP STUDENT RESPONSIBILITY & ACCOUNTABILITY.



RULES

USUALLY INDICATE EXPECTED APPROPRIATE BEHAVIOR.

Source: Halifax County Schools
MNTOP materials

PLANNING CLASSROOM RULES

Note taking guide

Two Purposes of Rules

1. Make predictable boundaries.

2. Establish the conditions to gain student cooperation and accountability.

Guidelines for Writing Rules

1. Select three to five rules.

2. State the rules in positive terms.

3. State the rules clearly.

4. Make certain rules are consistent with school rules.

Source: Halifax County Schools
MNTOP materials

Examples of Procedures

Secondary

Procedure for making up work when absent:

1. Student has a buddy, has exchanged phone numbers.
2. Buddy has gathered books and worksheets needed.
3. Student knows time allowed for makeup.
4. Student calls buddy to get materials.
5. Student completes assignment.
6. Student places makeup work in designated place.

Procedure for obtaining help:

1. Student can identify when teacher is busy.
2. Student will attempt task.
3. Student will consult examples in text.
4. Student will ask designated student for assistance.
5. Student knows signal for obtaining teacher's help.
6. Student will skip problem and work on next problems when appropriate.

Procedure for Signal:

1. Student knows what signal is.
2. Student knows to stop, look and listen when signal is given.
3. Student knows situations when signal will be used.

Elementary

Procedure for proper use of drinking fountain:

1. Student knows when he or she can get a drink.
2. Student knows sign-out procedure.
3. Student knows where to stand in line.
4. Student understands "space cushion" idea in line and at fountain (to protect lips and teeth).
5. Student understands health factor: mouth not on spigot.
6. Student knows what a reasonable time limit is at the fountain.

Procedure for obtaining help:

1. Student can identify when teacher is busy.
2. Student will attempt task.
3. Student will consult examples in text.
4. Student knows signal for help.
5. Student will skip problem and work on next problem (or another assignment).

Procedure for Signal:

1. Student knows what signal is.
2. Student knows to stop, look and listen when signal is given.
3. Student knows situations when signal will be used.

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Source: Halifax County Schools
MNTOP materials

Analyze one Procedure for:

-
-
-
-
-
-
-
-
-
-

Source: Halifax County Schools
MNTOP materials

What is My Procedure?*

It is important to plan for routines and procedures that occur daily or frequently in the classroom. These procedures will not just happen; you must think ahead in order to know how you will handle these routines. Use the following checklist to help you begin deciding how you will deal with each of these situations.

Procedure	Comment
Furniture Arrangement in classroom	
Introduction to students	
Seating Chart	
Roll call, absentees, students who leave early	
Tardy students	
Behavior during PA announcements	
Lending materials to students	
Taking up and returning papers	
Distributing supplies and materials	
Student movement within the room	
Headings for papers	

*Suggestion: Mail this to new hires prior to the orientation to allow time for reflection.

Student interactions during seatwork	
What students do when they finish their work	
Putting away supplies and equipment	
Dismissing the class	
Cues or signals for getting students' attention	
Handling student dismissal referrals	
Make-up work	
Collecting money from students	
Fountain, sink, bathroom, pencil sharpener	
Recording grades, report cards	
Lining up	
Assigning homework	
Playground	

*Suggestion: Mail this to new hires prior to the orientation to allow time for reflection.

Fire and disaster drills	
Lunch	
Changing classes	
What to do when there is an interruption	

*Suggestion: Mail this to new hires prior to the orientation to allow time for reflection.

Processes of the Reflective Practitioner

1. Question what, why, and how one does things; ask what, why, and how others do things.
2. Emphasize inquiry as a tool of learning.
3. Suspend judgment, wait for sufficient data, or self-validate.
4. Seek alternatives.
5. Keep an open mind.
6. Compare and contrast.
7. Seek the framework, theoretical basis, underlying rationale (of behaviors, methods, techniques, programs).
8. View from various perspectives.
9. Identify and test assumptions (theirs and others), seek conflicting evidence.
10. Put into different varied contexts.
11. Ask "what if...?"
12. Ask for others' ideas and view points.
13. Adapt and adjust to instability and change.
14. Function within uncertainty, complexity and variety.
15. Hypothesize.
16. Consider consequences.
17. Validate what is given or believed.
18. Synthesize and test.
19. Seek, identify, and resolve problems ("problem setting," "problem solving").
20. Initiate after thinking through (alternatives, consequences) or putting into context.
21. Analyze—What makes it work; in what context would it not?
22. Evaluate—What worked, what didn't and why?
23. Use prescriptive models (behavioral models, protocols) only when adapted to the situation.
24. Make decisions in practice of the profession (knowledge created in use).

Source: Robert Roth, "Preparing the Reflective Practitioner: Transforming the Apprentice Through Dialectic"

SEVEN THINGS STUDENTS WANT TO KNOW ON THE FIRST DAY OF SCHOOL

⇒ **Am I in the right room?**

⇒ **Where am I supposed to sit?**

⇒ **What are the rules in this classroom?**

⇒ **What will I be doing this year?**

⇒ **How will I be graded?**

⇒ **Who is the teacher as a person?**

⇒ **Will the teacher treat me as a human being?**

Source: Anson County Schools
MNTOP materials

DAILY REFLECTION LOG

A good way to begin monitoring your own progress as a teacher is to spend a few minutes at the end of each day to reflect on the day's events. It is critical for you to monitor your progress as you begin, but it will be even more helpful as the year progresses. This reflective practice will help you to:

- Problem solve.
- Plan.
- Monitor and adjust.
- Make appropriate choices.
- Recognize problems to enhance the learning environment.

Following is a partial list of topics to reflect on. Focus on one or two topics each day to write on, answering these questions.

1. What worked well and why did it work?
2. What needs fine tuning?
3. What do I need to do to enhance this area or who do I need to see?

TOPICS	SAMPLE DAILY LOG
Discipline Management Rules and procedures Room arrangement Daily flow Time on task Student interest level Students developing responsibility	**Room arrangement, September 3:** 1. What went well and why did it work? *The high traffic areas seemed to work well today. Children had plenty of room to hang coats, sharpen pencils, and wash hands.* *The hamster cage is in an area where it easily distracted several children. It needs to be moved. Perhaps I'll move it to the back of the room so as not to be so easily distractible.*

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DAILY REFLECTION LOG

Choose one or two topics each day and spend 5-10 minutes recording your reflection. Make additional copies of log as needed. See sample log on previous page.

Class _____ **Date** _____

1. What went well and why did it work?

2. What needs fine tuning?

3. What do I need to do to enhance this area or who do I need to see?

Critique Sheet—Visitation

Name: _____ **School:** _____

Person Visited: _____ **Date:** _____

1. What was the purpose of the visit?

2. In addition to the observation, did you get a chance to talk with the person you visited?

3. What was most helpful about the visit?

4. Will you use any ideas/ information from the visit? _____NO _____YES

   Why or why not?

5. Check whether you found the visit:

_____very helpful

_____could have been more helpful

_____not very helpful

Reflection:

Please retain in ILT Portfolio

Source: Halifax County Schools
MNTOP materials

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Conference Planning Form

Person(s) planning to Attend: _____

Date: _____

_____ _____

Purpose of Conference	
Social Behavior (specify)	_____
Academic Behavior (specify)	_____
Grades (specify)	_____
Other (specify)	_____

Consider and select solutions.

Student's suggestion(s)

Parent's suggestion(s)

Teacher's suggestion(s)

Make a plan and follow it. (Attach a written plan.)

Encourage! Encourage! Encourage!

How will parents encourage?

How will teacher encourage?

Evaluate the results

How?

When?

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Tips for Parent/Teacher Conferences

ALWAYS:

- ↑ **Be on time for scheduled conferences.**
- ↑ **Honor commitments for telephone conferences when you've made them.**
- ↑ **Review the pupil's records prior to the conference.**
- ↑ **Note any special information that should be presented at the conference. Include samples of the student's work or tests that are relevant to the discussion.**
- ↑ **If there are specific concerns that involve other staff members, be sure to discuss them with those involved prior to the conference.**
- ↑ **Decide what the problem is.**
- ↑ **Appraise the seriousness of the situation.**
- ↑ **Select a conference area that will be private.**
- ↑ **Be sure that you are discussing the right child with the parents.**
- ↑ **Use a positive approach to the conference to help parents relax.**
- ↑ **Be compassionate.**
- ↑ **Allow ample time for questions.**
- ↑ **Control your emotions. Don't panic if parents become upset.**

NEVER:

- ↓ **Cancel a conference.**
- ↓ **Argue with parents.**
- ↓ **Use education jargon.**
- ↓ **Blame the parents for the student's problem.**
- ↓ **Make decisions that are the responsibility of the school administration.**
- ↓ **Discuss or criticize other school personnel.**

THE SUBSTITUTE TEACHER'S FILE

It is the duty of each classroom teacher to assist the substitute teacher in the effective implementation of the day's activities. To remove the "baby sitter" syndrome, the teacher should maintain a file for substitutes.

This file could take the form of a separate section in the lesson plan book. It could also be a separate file folder. This should be completed at the beginning of the year. By putting this information together, the teacher can make the sub's day more productive and the teacher will have fewer problems upon his or her return.

Items to include:

- Class roster
- Name tags for younger children
- Seating chart(s)
- Transportation for students (bus, car riders, walkers)
- Emergency procedures for fire drills, tornado drills, hurricane drills, etc.
- Procedures for early dismissal
- Class routines for distribution and collection of materials
- Routines for restroom visits and/or snack breaks
- Daily/weekly schedules
- Beginning and end-of-day routines
- Procedures for collection of homework and/or group activities
- Directions as to location of supplies
- Names of class leaders
- Names of two or three reliable students who could act as advisors
- Guidelines regarding any special needs students
- Names of students requiring medication and method of administration
- Names of co-workers, such as the teacher next door, your mentor teacher, or assistant
- Names of resource teachers
- Emergency lesson plans and materials which could "stand alone" and not require follow-up from the teacher
- Explanations of any work stations or learning centers
- Listing and/or explanation of class rules

This file should be updated periodically as changes occur. If you are able to provide a current lesson plan, try to assign work which will require little marking. Also, avoid plans which require the use of materials that will create a mess. You do not want to return to a great deal of work and/or clean-up.

If you will be away for one or two days, do not ask the sub to introduce new concepts. This will confuse students since prior background would not be known.

If you have to be away for several days, subs could then be expected to assume more responsibilities of the teacher with some guidance of co-workers.

You might consider leaving a phone number where you could be reached if the substitute desires. Try to arrange for a colleague to check with the sub periodically.

These suggestions are designed to increase the effectiveness of the substitute teacher and decrease the anxiety of the classroom teacher about being away.

Try to keep absences to a minimum since students learn more when their regular teacher is present. When you return, inform the proper people of the effectiveness of the substitute teacher.

Source: Duplin County Schools
MNTOP materials

Ways to Vary Your Class Activities

- Discussion
- Questioning
- Lecture
- Objective testing
- Illustration through personal experience of students
- Illustration through personal experience of teacher
- Dramatization
- Class debate
- Written reports of students
- Oral reports by students
- Large group instruction
- Slides
- Filmstrips
- Educational TV
- Recordings
- Opaque projections
- Overhead projection
- Radio
- Mockups
- Models
- Bulletin Boards
- Charts
- Maps and globes
- Buzz sessions
- Blackboard
- Pictures
- Exhibits
- Supervised study
- Field trips
- Review
- Correlating with materials being studied in another area, perhaps being presented by another teacher
- Giving well-defined assignments
- Use of student resource personnel
- Workbooks
- Small groups instruction
- Supplemental reading materials, magazines, pamphlets, additional texts, mimeographs
- Programmed learning material
- Use of outside resource persons
- Role playing
- Discovery in laboratory
- Teacher demonstration of apparatus and reactions
- Free reading
- Subjective testing
- Library research
- Video tape recordings
- Internet research
- Brainstorming
- Map games
- Computer simulation
- Pantomime
- Mock TV show
- Password
- Technology
- Skits
- Plays
- Peer Tutoring
- Student made quizzes
- Photographs
- Radio programs
- Book sales
- Video taped demonstrations
- Written book reports as discussed by the main character
- Student made films
- Writing a newspaper
- Drawing and subtitling cartoons
- Student showing of family slides
- Guest panel of teachers
- Drawing illustrations for short stories
- Regular television newscasts
- Writing a television series
- Interviews
- Telephoning a famous person using speaker phone
- Have students use the "closure" method at the end of a lesson
- Team teaching
- Individualized Instruction
- Simulation
- Block and core teaching

Source: Halifax County Schools
MNTOP materials

HARRY K. WONG
1536 QUEENSTOWN COURT, SUNNYVALE, CALIFORNIA 94087

SUMMARY OF MAJOR CONCEPTS COVERED BY HARRY K. WONG

1. The three characteristics of an effective teacher are: 1) has good classroom management skills, 2) teaches for mastery, and 3) has positive expectations for student success.
2. Your expectations of your students will greatly influence their achievement in your class and in their lives.
3. Treat students as though they already are what they can be, and you help them to be capable of becoming what they will be.
4. Call (or write) each home before school begins and again within two weeks. Teachers + Parents = Good Students.
5. What you do on the first day of school will determine your success for the rest of the year.
6. Have the room ready for instruction, and make it invitational.
7. Stand at the door and greet the students.
8. Give each student a seating assignment and a seating chart.
9. There must be an assignment posted, and in a consistent location, when the students enter the room.
10. Start each class with an assignment - immediately. Do not take roll when class begins.
11. Position yourself in the room near the students: problems are proportional to distance.
12. Credibility: Display your diploma and credentials with pride.
13. Dress in a professional manner to model success and expect achievement.
14. The three most important things that must be taught the first week of school are discipline, procedures and routines.
15. Discipline: Set rules, consequences, and rewards immediately.
16. State your procedures and rehearse them until they become routines.
17. The family, as a support group, is the guardian and disseminator of culture. The school and the church help the family to disseminate culture.
18. Learning is most effective when it takes place in a supportive community of learners.
19. The greater the time students work together and the greater the responsibility students take for their work, the greater the learning.
20. Cooperate with each other, compete only against yourself.
21. Cooperative learning will prepare students for the competitive, global world economy.
22. Academic Learning Time (ALT): The greater the time students spend working successfully on a task, the greater the student's achievement.
23. The greater the structure of a lesson and the more precise the directions on task procedures, the lower the error rate and the higher the achievement rate.
24. To increase assignment completion, state your assignments as a set of criteria or objectives.
25. Use criterion-referenced tests to evaluate the performance of the students.
26. The more frequent the tests, the higher the achievement.
27. Grade on percentage attained, not on the curve. The curve has done more harm to education than any other technique.
28. Mastery learning plus tutorial instruction results in higher achievement than students taught in a conventional manner.
29. If a student masters a criterion, give the student enrichment work. If the student does not master a criterion, give the student remediation and corrective help.
30. The shorter the assignment, the higher the achievement rate.
31. Intersperse questions throughout a lesson. Ask a question after 10 sentences rather than after 50 sentences and you increase the retention rate by 40 percent.

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32. Wait Time: Wait five or more seconds after asking a question.
33. Reading: Use short lines and paragraphs. Note how periodicals and junk mail are written.
34. Determine the learning style of your students. Student achievement is greater when the teaching style matches the learning style.
35. Students score higher on a test measuring attitude towards school and attitude towards a subject when they learn from an activity-question approach than from a textbook-lecture approach.
36. Most teachers teach as they were taught in college, a non-validated model of teaching (book, lecture, activity, test).
37. Learn to make CHOICES to enhance your life. Stop DECIDING what to do because others are doing it.
38. When you see in a given situation what everyone else sees, you become so much a part of that situation that you may become a victim of that situation.
39. 80/20 Principle: 80 percent of the teachers are complainers or survivors; 20 percent of the teachers are happy and successful. 80 percent of the teachers expect the teachers' organization to bring them rewards; 20 percent of the teachers create and strive for their own rewards.
40. Workers are concerned with time and money. They sit at the back of meetings and put in time. Leaders are concerned with enhancement and cooperation. They have a career, are talented and are professionals. Some teachers are workers, others are leaders.
41. The four stages of teaching: Fantasy, Survival, Mastery, and Impact.
42. There is no nobility in being better than someone else. The only nobility is being better than who you were the day before.
43. Self-esteem results from school achievement. You cannot give someone a better self-esteem. The role of a teacher is to engineer student success.
44. Teachers can only give what and who they are themselves.
45. You may be the only stable adult your students will ever see in their lifetime. You may be their only hope and dream for a brighter tomorrow.
46. Each person has unlimited potential. Humans are the only species able to improve the quality of their lives.
47. You can have your achievements or you can have your excuses.
48. You are the only person on the face of the earth who can use your ability. It is an awesome responsibility.
49. The most important factor to a professional is the quality of the work and the commitment to the craft.
50. A professional is someone who does not need supervision and regulation to: 1) have a continuing growth plan to achieve competence and 2) continually strive to raise the level of each new group of students.
51. I believe that every teacher can be effective.
52. Inside every great teacher there is an even better one waiting to come out.
53. Those who dare to teach must never cease to learn.
54. The teacher enhances the life and spirit of people.
55. It is the teacher who makes the difference in what happens in the classroom.
56. By far the most important factor to school learning is the ability of the teacher. The more capable the teacher, the more successful the student.
57. Stop asking, "What am I supposed to do?" Start asking, "What must I know that will help me to accomplish what I need to do?"
58. There is an existing body of knowledge about teaching that must be known by the teacher. Power comes to those with the knowledge.
59. Since there is no one best way to teach effectively, the teacher must be a decision maker able to translate the body of knowledge about teaching into increased student learning.
60. There is no accomplishment without RISK.
61. LOVE.

The First Days of Schools by Harry Wong*

Book Review Questions

1. Why are the first days of school so critical?

2. What does Dr. Wong mean by "positive expectation"? What is the difference between positive expectations and standards?

3. Why does Dr. Wong emphasize dressing professionally?

4. What does the term "classroom management" encompass? Why is it important?

5. Why do effective classroom managers have a minimum number of student behavior problems to handle?

*Suggestion: Mail this book to Beginning Teachers prior to Orientation to allow time for reflection.

6. What tips does Dr. Wong provide regarding taking roll?

7. What advice does Dr. Wong offer regarding seating assignment for the first day of schools?

8. What procedures will you have to teach your class during the first few weeks of school?

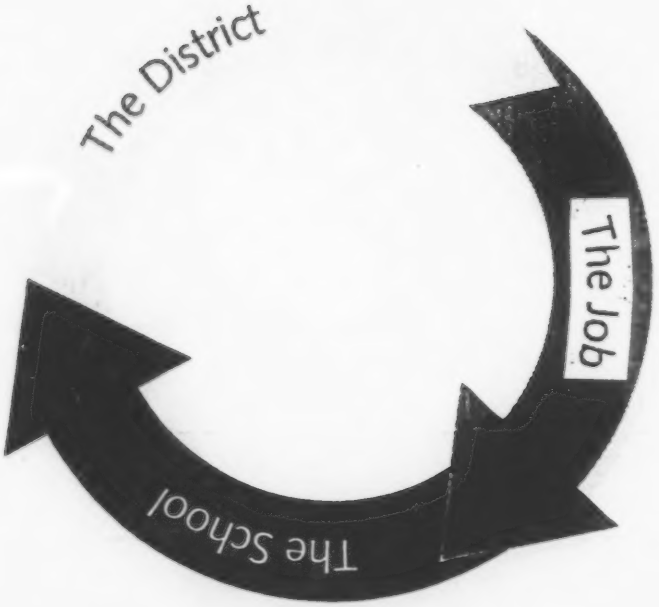
9. Dr. Wong advises against using statement such as "Okay, divide up into groups of four!" Why?

10. List 5 specific tips you read in this book which you plan to apply to your classroom practice during the next few weeks.

… I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situation, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized.

~ Haim Ginott

Appendix C: Tools for Mentor Teachers



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"True measure of your education

is not what you know, but how you

share what you know with others."

~Kent Nerburn

How I REALLY learned To be A Teacher

Think about your induction into teaching.

What did your interactions with other teachers in your school teach you about teaching?

Write down your remembrances:

Source: Guilford County Schools
MNTOP materials

TOP TEN SUGGESTIONS FOR MENTORS FROM BEGINNING TEACHERS

THE LIST BELOW WAS COMPILED FROM THE RESPONSES OF BEGINNING TEACHERS TO THE QUESTION; "WHAT ARE THE EXPECTATIONS YOU HAVE OF YOUR MENTOR THIS YEAR?" THE QUESTION WAS ASKED DURING WORKSHOP TRAINING SESSIONS HELD PRIOR TO THE BEGINNING OF THE 1993-1994 SCHOOL YEAR.

- GIVE BEGINNERS PLENTY OF GUIDANCE.
- BE A GOOD LISTENER.
- PROVIDE ENCOURAGEMENT AND SUPPORT.
- BE AVAILABLE.
- BE PATIENT.
- BE OPEN AND FRIENDLY.
- BE COOPERATIVE.
- PROVIDE A BUFFER BETWEEN ADMINISTRATION AND PARENTS.
- CLARIFY ORGANIZATIONAL DETAILS.
- MODEL WHAT YOU BELIEVE A GOOD TEACHER SHOULD BE.

(Indiana Beginning Teachers Internship Program, 1992)

TEACHER ORIENTATION PACKET

It is recommended that the principal or mentor, assemble the following materials and share this information with new teachers.

- **Letter from Principal**

- **Map of the Physical Plant showing:**
  - Floor plan of school
  - Layout of campus including parking areas
  - Teacher lounge area/restroom/mailboxes
  - Teacher workroom
  - Cafeteria
  - Gym
  - Guidance office and cumulative records
  - Media center
  - Book room
  - Supply room
  - Evacuation plans with emergency exits
  - Fire extinguishers and alarms
  - Instructional Specialist/Lead Teacher Office

- **Handbook** that includes information about school and district policies and procedures

- **Media Center**
  - Materials and equipment inventory
  - Procedures for checking out materials
  - Floor plan of library

- **Schedules**
  - School calendar
  - Daily schedules
  - Lunch schedule
  - Itinerant and support personnel schedules
  - Duty roster

- **Record Keeping**
  - Class roster
  - SIMS forms
  - Roll book
  - Receipt book
  - Forms for permanent records
  - Supply order forms
  - Teacher absence forms
  - Other office communications

Source: Halifax County Schools
MNTOP materials

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- **Other Materials**
  - Personal copy of the Standard Course of Study
  - Copy of current school improvement plan
  - Teacher evaluation instrument
  - Lesson plan forms
  - Various referral forms [office, guidance, discipline]

- **Teacher Selected Materials**
  - Notes on discipline
  - Notes on writing
  - Sample units and lesson plans
  - Suggested activities for opening day
  - Other survival tips

This checklist has been successfully completed and a copy has been placed in the mentee's folder.

_____
Mentor

_____
Mentee

_____
Date

Source: Halifax County Schools
MNTOP materials

FOR THE MENTOR: WHAT YOU MENTEE HAS TO KNOW ABOUT

- **Physical Plan**
  - A guided tour of the facility
  - Introduction to staff and support personnel
  - Provide floor plan, fire and tornado drill plans, and parking area layout

- **Handbooks**
  - System handbook and directory
  - School handbook [teacher, student and parent copy]
  - Identify and locate school board policy manual

- **Special Procedures and Policies**
  - Office procedures
  - Class roster
  - SIMS receipt books
  - Student admittance to office
  - Supply requests
  - Phone calls and campus visitors
  - Substitute requests
  - Reports and other office communications
  - Roll book
  - Workroom and operation of equipment
  - Lesson plans

- **Cafeteria Procedures**
  - Lunch forms
  - Prices
  - Breakfast duty and schedule
  - Lunch duty and schedule
  - Other general information

- **Media Center Procedures**
  - Inventory of available materials
  - Professional library
  - Library schedule
  - Rules and procedures for circulation of materials

- **Special Duties**
  - Bus duty
  - Lunchroom/hall supervision
  - Break time
  - Planning time-individual/grade level/department
  - Review roles and expectations of mentor teacher
  - Athletics
  - Extra curricular duties

Source: Halifax County Schools
MNTOP materials

- **Guidance Procedures**
  - Student referral
  - Group counseling
  - Guidance schedule
  - Other general information

- **Exceptional Children's Program**
  - Referral system
  - Committee procedures

- **Other Support Services and Programs**
  - Itinerant services
  - Parent involvement services and programs
  - Instructional specialists
  - Advisor/advisee program
  - House concept
  - NCAE

- **Classroom Organization**
  - Discuss security of personal items
  - Provide samples of classroom rules
  - Arrange furniture and anticipate traffic patterns
  - Discuss equipment and maintenance procedures: VCR, televisions, computers
  - Other areas

- **Curriculum**
  - Overview
  - Outline general goals and expected outcomes
  - Curriculum/pacing guides
  - Standard Course of Study
  - Provide copies of textbooks and/or guides [where applicable]
  - Lesson plans

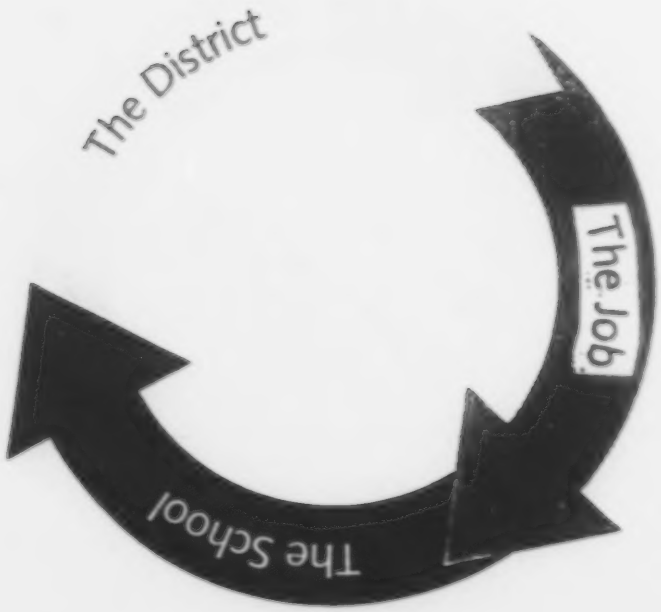
Source: Halifax County Schools
MNTOP materials

Peer Coaching is . . .

a confidential process through which teachers share their craft knowledge and provide one another with professional companionship, feedback, support, and assistance for the purpose of refining present skills and learning new ones.

Source: Guilford County Schools
MNTOP materials

Appendix D: Sample Evaluation Instruments



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Initial Licensure Program

Beginning Teacher Needs Assessment

Name:	School:
Social Security # - -	Grade or Subject:
University:	
Degree:	Lateral entry y n

1 = feel very prepared 2 = feel a little prepared 3 = feel some prepared 4 = feel very un prepared

1. Indicate your level of preparedness for the following items using the scale above.

_____teaching my content
_____developing a classroom management plan
_____implementing classroom management plan
_____dealing with exceptional children
_____providing informal assessment
_____developing assessment items
_____other [please specify]

_____creating lesson plans
_____developing a classroom procedures plan
_____ implementing classroom procedures plan
_____ working with different learning styles
_____conducting a parent conference
_____analyzing test data

2. What courses in technology did you have during your college preparation?

_____ _____

_____ _____

3. What additional technology training do you need to be successful in your classroom?

_____ _____

_____ _____

How long do you plan to teach?
_____0-4 yrs _____5-7 yrs _____8-10 yrs _____more than 10 years

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Initial Licensure Program

Beginning Teacher Survey
Pre-Orientation

Name:	**School:**
Social Security # - -	**Grade or Subject:**
University:	
Degree:	**Lateral entry y n**

GENERAL FEEDBACK, District

Y	N		
___	___	1.	I know the district's philosophy, goals, and mission statement.
___	___	2.	I know the district's school year calendar.
___	___	3.	I know the benefits to which I am entitled.
___	___	4.	I know the policies on leave: sick, professional leave, personal, vacation.
___	___	5.	I know when I will receive my pay check.
___	___	6.	I have been given a list of district resource people and what they do.
___	___	7.	I was given information about the initial licensure program.
___	___	8.	I know the evaluation instrument that will be used with me.
___	___	9.	I know the district's behavior management philosophy.

GENERAL FEEDBACK, School

Y	N		
___	___	10.	I know the school's philosophy, goals, and mission statement.
___	___	11.	I know the community and school population my school serves.
___	___	12.	I have a copy of the school's calendar of events.
___	___	13.	I know my school's grading and homework policies.
___	___	14.	I have been given a list of the school faculty, their location and assignment.
___	___	15.	I know where textbooks and other instructional resources are located.
___	___	16.	I know the curriculum content [standard course of study] for my grade/subject area.
___	___	17.	I know the required assessment(s) for my grade/subject.
___	___	18.	I have developed a lesson plan for day one.
___	___	19.	I have developed my rules and expectations.
___	___	20.	I have developed my classroom procedures.
___	___	21.	I have met my mentor.
___	___	22.	I have been given my class assignment [location/room].

Initial Licensure Program

Beginning Teacher Survey
Post-Orientation

Name:	**School:**
Social Security # - -	**Grade or Subject:**
University:	
Degree:	**Lateral entry y n**

GENERAL FEEDBACK, District

Y	N		
___	___	1.	I know the district's philosophy, goals, and mission statement.
___	___	2.	I know the district's school year calendar.
___	___	3.	I know the benefits to which I am entitled.
___	___	4.	I know the policies on leave: sick, professional leave, personal, vacation.
___	___	5.	I know when I will receive my pay check.
___	___	6.	I have been given a list of district resource people and what they do.
___	___	7.	I was given information about the initial licensure program.
___	___	8.	I know the evaluation instrument that will be used with me.
___	___	9.	I know the district's behavior management philosophy.

GENERAL FEEDBACK, School

Y	N		
___	___	10.	I know the school's philosophy, goals, and mission statement.
___	___	11.	I know the community and school population my school serves.
___	___	12.	I have a copy of the school's calendar of events.
___	___	13.	I know my school's grading and homework policies.
___	___	14.	I have been given a list of the school faculty, their location and assignment.
___	___	15.	I know where textbooks and other instructional resources are located.
___	___	16.	I know the curriculum content [standard course of study] for my grade/subject area.
___	___	17.	I know the required assessment(s) for my grade/subject.
___	___	18.	I have developed a lesson plan for day one.
___	___	19.	I have developed my rules and expectations.
___	___	20.	I have developed my classroom procedures.
___	___	21.	I have met my mentor.
___	___	22.	I have been given my class assignment [location/room].

Thus far, my orientation has been:
___extremely unhelpful
___unhelpful
___helpful
___extremely helpful

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EVALUATION OF INITIAL LICENSURE PROGRAM

Answer all questions that apply to the role you served in the ILP

1. What was most helpful in the Novice Teacher Orientation Program?

2. Do you understand the requirements of the NC Initial Licensure Program (ILP)?

   ____ Yes
   ____ No

3. Check the types of assistance you received through the Initial Licensure Program (multiple responses are permitted):

   ____ (a) moral support
   ____ (b) planning lessons (materials, content, method)
   ____ (c) content familiarization
   ____ (d) classroom management (student control/discipline)
   ____ (e) locating classroom materials
   ____ (f) student evaluation procedures
   ____ (g) modeling skills
   ____ (h) establishing realistic student progress expectations
   ____ (i) observation/feedback from mentor
   ____ (j) student motivation methods
   ____ (k) conducting parent conferences
   ____ (l) time management (personal/professional)
   ____ (m) peer relations
   ____ (n) personal growth/development
   ____ (o) orientation to faculty, facilities, payroll and benefits
   ____ (p) orientation to community
   ____ (r) mentor in close proximity
   ____ (s) mentor with same license
   ____ (t) realistic teaching assignment
   ____ (u) little or no responsibility in addition to teaching assignment
   ____ (v) assignment of one ILT per mentor
   ____ (w)collegial support meetings
   ____ (x) other, please specify: _____
   ____ (y) other, please specify: _____
   ____ (z) other, please specify: _____

4. Which of the following most accurately describes your relationship with your mentor?

____ (a) my mentor not only helps me in areas in which I am having difficulty, but also frequently makes suggestions aimed at improving my overall teaching.
____ (b) my mentor frequently visits with me and we discuss concerns I may be having.
____ (c) assistance is available when I specifically ask for it.
____ (d) no assistance has been offered to me.

5. How comfortable do you feel with your mentor?

____ (a) very comfortable
____ (b) comfortable
____ (c) indifferent
____ (d) uncomfortable
____ (e) very uncomfortable

6. Have educators other than those employed at your school provided support to you?

(a) yes, specify titles _____
(b) no

7. How well did your teacher preparation program prepare you for the real world of teaching?

____ (a) extremely well
____ (b) moderately well
____ (c) poorly
____ (d) not at all

8. Rate the extent to which your preparation program was effective in preparing you for each of the following teaching functions (1=highly effective, 2=effective, 3=somewhat effective, 4=ineffective, 5=very ineffective):

____ (a) Management of Instructional Time
____ (b) Management of Student Behavior
____ (c) Instructional Presentation
____ (d) Instructional Monitoring
____ (e) Instructional Feedback

9. On the basis of your experiences, who has provided the most effective assistance?

____ (a) mentor
____ (b) co-workers not assigned as a mentor
____ (c) other (specify): _____

____ (d) no assistance provided

10. Which of the following most accurately describes the growth experienced through the mentor relationship?

____ (a) extremely beneficial
____ (b) beneficial
____ (c) slightly beneficial
____ (d) no significant effects
____ (e) more detrimental

11. Which of the following most accurately describes the effect(s) the Initial Licensure Program (ILP) has had on you?

____ (a) extremely beneficial
____ (b) beneficial
____ (c) slightly beneficial
____ (d) no significant effects
____ (e) detrimental

12. What do you perceive to be the greatest strengths of the NC Initial Licensure Program (ILP)?

13. What specific suggestions do you have for improving the NC Initial Licensure Program?

14. What does your school system need to provide in order for the ILP to be more beneficial?

15. In what areas would you like additional training while in the Initial Licensure Program?

16. Please indicate your roles. Check all that apply.

____ a. ILT Teacher* (Circle one. First Year, Second Year, Third Year)
____ b. Mentor
____ c. ILP Coordinator
____ d. Principal
____ e. Other

*If you are a classroom teacher, what grade level(s) do you teach? _____

17. How long have you served in this capacity? _____

18. Please indicate the school system where you work. _____

19. What other issues related to the ILP need to be addressed?

New Teacher Orientation Feedback

Change Continuum (P & Δ) Sheet

We need and want your input. Please keep one of these forms handy, and whenever you hear, see, or feel something is going well, jot it down on the "P" (Positive) side of the page. Should you have a better idea about something we did, please give us a comment on the "Δ" (Delta/Change) side.

"P" (Positive)	"Δ" (Delta/Change)

"We are what we repeatedly do. Excellence, then is not an act, but a habit."
~ Aristotle

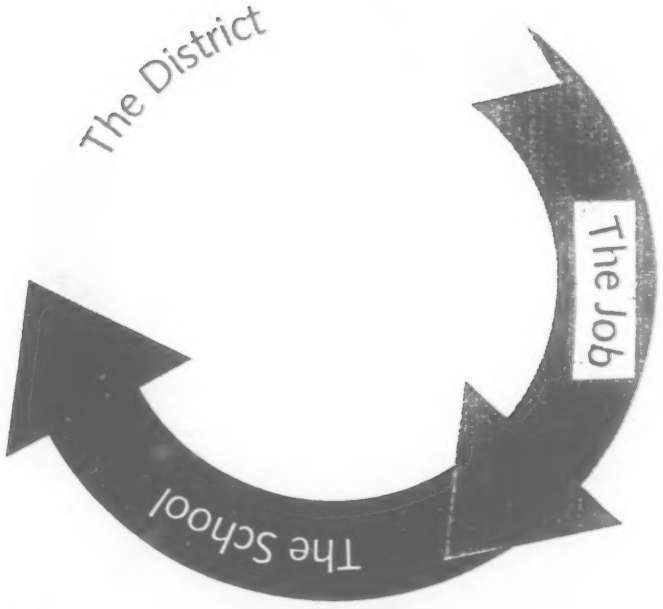
Source: Wayne County Schools
MNTOP materials

HOW AM I DOING
A TEACHER SELF-EVALUATION CHECKLIST

- **Do I show personal interest in every student regularly?** Y N
- **Do I know the academic needs of each student?** Y N
- **Do I know the personal needs of each student?** Y N
- **Am I enthusiastic and excited about teaching?** Y N
- **Am I comfortable with the "feeling" or atmosphere in my classroom?** Y N
- **Am I sharing myself with my students?** Y N
- **Do I laugh, joke, and feel at ease with my students?** Y N
- **Am I contributing to the lives of students and with the people I work?** Y N
- **Am I keeping records carefully?** Y N
- **Do I communicate often and openly with parents?** Y N
- **Are the students involved in planning, making materials and evaluating?** Y N
- **Am I gaining and sharing new ideas?** Y N
- **Do I use other people to help in the classroom?** Y N
- **Am I happy with my own progress this year?** Y N

Source: Halifax County Schools
MNTOP materials

Appendix E: Resources



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New Teacher Orientation:
A Bibliography

Selected Journal Articles

Crain, Carole L. "How to Meet the Needs of Beginning Teachers," TIPS FOR PRINCIPALS, September, 1990, 2 pps.

Presents a performance enhancement model that includes seminars for beginning teachers, networking for informal meetings between individual supervisors and teachers, and establishing a system of assessment, feedback, and rewards.

Freshour, Donald J., and Robert w. Holiman. "Orienting New Teachers for Maximum Effectiveness," NAASP BULLETIN, Vol. 74, No. 527 (September, 1990), pp. 78-83.

Guidelines for orientation and a sample process are provided.

Garten, Ted R., and others. "Teacher Induction Using a Shared Lesson Design Model," NAASP BULLETIN, Vol. 77, No. 554 (September, 1993), pp. 76-81.

Study that involved performance-based teacher evaluation; demonstrates that school personnel and university faculty can collaborate to prepare beginning teachers to be more effective at designing and implementing teaching models.

Grossman, Pamela L., and Anna E. Richert. "Building Capacity and Commitment for Leadership in Preservice Teacher Education," JOURNAL OF SCHOOL LEADERSHIP, Vol. 6, No. 2 (March, 1996), pp. 202-210.

Preservice teachers are frequently not encouraged to develop collaboration skills they need to work with administrators, colleagues. Preservice education must help beginning teachers develop the commitment, skills, and knowledge required for teacher leadership. Implications for preservice programs are explored.

Hawk, Parmalee. "Beginning Teacher Programs: Benefits for the Experienced Educator," ACTION IN TEACHER EDUCATION, Vol. 8, No. 1 (Winter, 1987), pp. 59-63.

Positive perceptions of beginning teachers of their professional growth as a result of involvement with a formal beginning teacher program. Support team members should look at residual effects that such programs have on all involved professionals.

Heath-Camp, Betty, and William G. Camp. "What New Teachers Need to Succeed," VOCATIONAL EDUCATION JOURNAL, Vol. 65, No. 1 (May, 1990), pp. 22-24.

Offers a number of suggestions that will help new teachers: hire early enough to give adequate planning time, give teachers a thorough orientation, require new teachers to observe experienced teachers in action, reduce new teachers' loads the first term or year and do not assign them extra duties, etc.

Loucks, Hazel E. "Teacher Induction: A Success Story," PRINCIPAL, Vol. 73, No. 1 (September, 1993), pp. 27-29.

A model to provide new teachers with necessary peer support, information and assistance. Components include a clear, concise introduction to materials, schedules, and daily school and classroom operations; a thorough building orientation; a presentation of the principal's expectations re: discipline, student motivation, and time management.

Merseth, Katherine K. "First Aid for First-Year Teachers," PHI DELTA KAPPAN, Vol. 73, No. 9 (May, 1992), pp. 678-83.

Computers for beginning teachers are like first aid kits: both are inexpensive, simple to use, and address minor problems, prevent the development of more serious complications. Computer networks offer the assurance of easily accessible, non-judgmental resources without supplanting professional knowledge, education, and experience.

Moran, Sheila W. "Schools and the Beginning Teacher," PHI DELTA KAPPAN, Vol. 72, No. 3 (November, 1990), pp. 210-213.

Discusses the myth that beginning teachers are fully equipped to handle problems; suggests beginner peer groups and early professional development to handle the demands of teaching.

Primas, Jan, and Terry Primas. "New Teachers' Workshop," GIFTED CHILD TODAY, Vol. 15, No. 6 (November-December, 1992), pp. 31-32.

Designed to assist new teachers in gifted education. Two-day workshop includes discussion sessions led by experienced teachers, panels of students answering teacher questions, and take-home activities and projects teachers can implement in their new positions.

Reiman, Alan J. and Lois Thies-Sprinthall. "Promoting the Development of Mentor Teachers: Theory and Research Programs Using Guided Reflection," JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION, Vol. 26, No. 3 (Spring, 1993), pp. 179-85.

Describes a program that uses guided reflection to promote the development of mentor teachers. Research can help teacher educators, policymakers, and school personnel searching for a teacher induction model.

Shelton, Maria M., and others. "Great Beginnings," EXECUTIVE EDUCATOR, vol. 14, No. 1 (January, 1992), pp. 27-29.

Suggests that orientation programs can familiarize new teachers with their responsibilities and help them survive the first few months. This program involves six sessions, each devoted to a broad topic: key people, facilities, organizational structure and expectations, student policies, teacher policies, and resources.

Strusinski, Mariane. "The Professional Orientation Program in the Dade County Schools," ERS SPECTRUM, Vol. 11, No. 2 (Spring, 1993), pp. 10-15.

Evaluation study found that the program's major components were being implemented appropriately. Beginning teachers liked the support teams and the structure of the program. The program had a positive influence on new teachers' performance.

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Teitelbaum, Harry. "Supervision of the New Teacher," AMERICAN SECONDARY EDUCATION, Vol. 20, No. 3 (1992), pp. 8-12.

Supervision of the beginning teacher can be divided into several categories: pre-school orientation, the first week(s) of the academic year, and the first year. The new teacher should receive the greatest amount of attention during the first week. Surveys of new teachers indicate that one of their top priorities is finding emotional support and encouragement; many schools have found the "buddy" system extremely effective.

Texley, Juliana. "Nurturing Newcomers," SCIENCE TEACHER, Vol. 63, No. 7 (October, 1996), pp. 24-27.

Discusses ways to welcome and nurture new teachers into a school system, help them adapt to the system, and make constructive use of the ideas they bring with them.

Tomlin, Michael E. "The Evolution of a New Teacher," EXECUTIVE EDUCATOR," Vol. 15, No. 2 (March, 1993), pp. 39-40.

Explores the notion that the period just after new teachers are hired influences their future attitude toward the profession. Districts must create an induction connection that can include a teacher sponsor, support staff, personnel office staff, curriculum and instruction supervisors, community members, and collegial support group members.

Valli, Linda. "Beginning Teacher Problems: Areas for Teacher Education Improvement," ACTION IN TEACHER EDUCATION, Vol. XIV, No. 1 (Spring, 1992), pp. 18-25.

Four problems of beginning teachers and ways to overcome them were selected to guide change: tendency to imitate others' teaching behaviors by developing a reflective model, addressing isolation through the use of Professional Development Schools, transfer of learning problems by structuring program requirement to link theory and practice, and concerns about technique by incorporating a normative emphasis within the reflective teaching model.

Varah, Leonard J., and others. "Beginning Teachers: Sink or Swim?" JOURNAL OF TEACHER EDUCATION, Vol. 37, No. 1 (January-February, 1986), pp. 30-34.

Describes a program that strengthens the performance of a beginning teacher; helps the teacher to develop security and confidence that will, in turn, improve their teaching, encourage them to remain in the profession, and eliminate the isolation they might experience.

Selected ERIC Documents

Anderson, Mark E., et al. New Kids on the Block: How to Recruit, Select, and Orient School Employees. San Diego, CA: American Association of School Administrators, 1992, 39 pp. ERIC Document No. 343-238.

Includes organizing strategies for recruitment and selection, practices for attracting capable teacher candidates, stages in the screening/hiring process; and strategies for new teacher orientation.

Brock, Barbara L. Beginning Teacher Induction Programs. Corpus Christi, TX: Annual Meeting of the National Council of Professors in Educational Administration, 1996, 20 pp. ERIC Document No. 399-631.

Examines relationship of the principal and the first-year teacher regarding problems, role expectations, and assistance. Both groups rank classroom management and discipline as the No. 1 problem. Teachers reported the need for a year-long induction program that includes mentoring. Concludes that orientation programs need to be tailored to the school context and to teachers' unique needs.

McKee, Jane G. Toward an Agenda for Induction: Perceptions of Beginning Teachers and Student Teachers. Boston, MA: Eastern Educational Research Association, 1991, 29 pp. ERIC Document No. 336-340.

Assessments reveal that beginning teachers are most interested in motivational techniques, instructional strategies, discipline, guidance, and student self-esteem. Induction/orientation program planners can create more effective programs based on these identified needs of new teachers.

Books/Monographs

THE BEGINNING TEACHER'S MANUAL. Waterford, MI: Oakland Schools, 1989.

Offers much practical advice for the beginning teacher, e.g., physical environment and materials, setting expectations, first day of school, establishing a positive environment, parent communication, and evaluation. Notebook layout is clear and easy to use. (Contact: Oakland Schools, 2100 Pontiac Lake Road, Waterford, MI 48328; Tel: (313) 858-2121.

Bosch, Karen A., and Kersey, Katharine C. THE FIRST YEAR-TEACHER: TEACHING WITH CONFIDENCE (K-8). Washington, DC. NEA Professional Library, National Education Association, 1994.

This book introduces the reader to a range of topics that first-year teachers have identified as issues needing to be addressed. We have prioritized these topics and presented them sequentially for the beginning teacher. The book's five chapters address the identified needs and concerns of the first-year teacher. The book starts with how to begin the year and finishes with how to end the year.

Niebrand, Chris., and others. THE POCKET MENTOR: A HANDBOOK FOR TEACHERS. Portland, MI. J. Weston Walch,1992.

This handbook points out that all teachers regardless of grade level, assignment, or years of experience, need mentoring, and that the first days of school are critical to how the rest of the year will unfold. The handbook is intended to help ease the way for those beginning or experienced teachers who need help with curriculum decisions, discipline problems, and the daily routines that govern the business of teaching.

Gordon, Stephen P. HOW TO HELP BEGINNING TEACHERS SUCCEED. Alexandria, VA: Association for Supervision an Curriculum Development, 1991. 84 pp.

The Beginning Teacher Assessment Program is an effort to provide ongoing support for new teachers during the induction period (up to three years). The program stresses individualized help that ranges from moral support to conducting seminars.

Wong, Harry K. THE FIRST DAYS OF SCHOOL: HOW TO BE AN EFFECTIVE TEACHER. Sunnyvale, CA: Harry K. Wong Publications, 1991.

Written to help all teachers begin their first teaching experience on a successful note. The five units of the book include: Basic Understanding--The Teacher; First Characteristic--Positive Expectations; Second Characteristic--Classroom Management; Third Characteristic--Lesson Mastery; and, Future Understandings--the Professional. Includes many practical, down-to-earth suggestions for a successful beginning. (To Order: Harry K. Wong Publications, 1030 W. Maude Avenue, Ste. 507, Sunnyvale, CA 94086; Tel: (408) 732-1388; FAX: (408) 732-2206.)

6/97

Department of Public Instruction's Infoweb Site: *www.dpi.state.nc.us*

Mentoring and Orientation Resources on the World-Wide-Web!

Implementing New Legislation: Beginning Teacher Induction Programs
http://www.ofps.dpi.state.nc.us/OFPS/hm/conference.htm

HP E-Mail Mentor Program: http://mentor.external.hp.com

The HP E-Mail Mentor program creates one-to-one mentor relationships between HP employees (worldwide) and 5-12th grade students and teachers throughout the United States. HP employees motivate students to excel in math and science and improve communication and problem solving skills. In addition, students are encouraged by their mentors to pursue their unique interests and link these interests with their daily school experience. HP employees also mentor teachers who seek to incorporate current technology into the classroom.

National Center for Research on Teacher Learning: http://ncrtl.msu.edu

Brochures: *Learning to Walk the Reform Talk - A Framework for the Professional Development of Teachers; National Center for Research on Teacher Learning; Learning From Mentors - A Study Update, Findings on Learning to Teach; An Annotated Bibliography: Findings on Learning to Teach; How Teachers Learn To Engage Students In Active Learning; Faculty profiles for brochure authors.*

New Educator - NCRTL Mentors: http://35.8.168.302/alumni/newed.ne66c3~5.htm

Michigan State University The National Center for Research on Teacher Learning (NCRTL) is completing its fifth year of a five-year grant from the Office of Educational Research and Improvement (OERI), U.S. Department of Education, for the study of teacher learning.

Teacher Mentoring- A Critical Review: http://www.ericsp.org/95-2.html

ERIC Clearinghouse on teaching and teacher education, article by Sharon Feiman-Nemser.

Teacher Networking/Mentoring: http://www-gse.berkely.edu/program/DTE/edlinks.html

Webmonkey: www.hotwired.com/webmonkey

The web section of Hotwired, offers plenty of information and tutorials accessible to beginners as well as more experienced web folk.

Welcome to the Alphabet Superhighway: www.ash.udel.edu/ash

Designed to assist secondary and upper elementary students and teachers; a place for students to browse for ideas and materials for reports; and for classes to build exhibits on problem based projects.

WWW 4 Teachers: www.4teachers.org

Free web publication produced especially for K-12 teachers powering learning with technology.

WWW.Teachers.Net: www.teachers.net

A site especially customized for teachers. A good resource to get started in HTML as well, but remember to "view source" so that you can see what they're doing and learn how to do even more with your page!

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TE 104	Building Effective Mentor Training Programs		$2.50 per 25	
TE 105	Project STEPE Manual		$15.00	
TE 106	Tips for New Teachers		$8.25 per 100	
TE 107	Performance-Based Assessment for Continuing Licensure		$8.25 per 100	

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	60 — 119 copies — an additional 15% savings	$21.20			
	120 + copies — an additional 20% savings	$19.96			
	UPS shipping for ***The First Days of School*** $4.25 for the first book ordered, $1.25 for each additional book ordered				
	Call for Special Shipping Rate for 90 or more books				
IND	***Gaston County New Teacher Induction Program*** Includes VHS video, daily schedules, and U.S. Mail shipping	$10.00			
TET	***The Effective Teacher*** Includes 8 VHS video tapes, book ***The First Days of School, Facilitator's Handbook,*** storage case	$795			
	UPS shipping for ***The Effective Teacher***	$12.00			
PRTET	***Preview Video*** for ***The Effective Teacher*** Includes VHS video, booklet, and Priority Mail shipping (This is a non-refundable purchase.)	$12.00			
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